

Penfield High School

Research & Writing Handbook



2015 – 2016

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Forward to the 2015 – 2016 Edition

This edition has been updated to reflection changes in the subscription databases to which the PHS Library subscribes. It also reflects improvements to Destiny (the library catalog) that allows the user to log in and save her/his work and the addition of eBooks to the library's collection. A new, separate section provides start-to-finish instructions for using Noodletools for your research and writing tool.

Paul Birkby
Beth Kois
September 2015

Foreword to the First Edition

Students and teachers, welcome to the first edition of the "PHS Research and Writing Guide" published by Penfield Central Schools. This guide is based on the Modern Language Association's *Handbook for Writers of Research Papers, Seventh Edition*, the accepted standard for documentation style in scholarly compositions in languages and literature. This publication was the collaborative effort of teachers from the English and Social Studies departments, together with the PHS school media specialists.

The intent of this guide is to be a comprehensive guide to the student engaging in academic research – a "go-to" guide to reinforce the classroom instruction and to be a source of quick information when the librarian or classroom teacher is unavailable. The arrangement of the Table of Contents and the Guide itself mirrors the research steps of the Big 6® Model of Information Problem Solving, from defining the task to evaluating the product and research process.

The reader will find alternative approaches to a number of the steps in the research and writing process in this guide. The first reason is that there are many methods of instruction in research and writing. This guide provides examples in different approaches, but is not intended to supersede the instructions of the classroom teacher. The second reason there are multiple examples of how to approach research is that the research process is messy. If there were a clear-cut answer to a question, it would not call for research. Research involves looking a problem from different perspectives, rethinking positions, refining and reevaluating. If one approach doesn't work, try another!

Paul Birkby
Beth Kois
Deborah Miller-Collins
Carol Palmer
Bonnie Shortino

June 2010

Big6 Organizer

Scholarly research consists of a set of skills and processes that takes careful thought, planning and creativity. The Big6 is an approach to information problem solving that will help you from selecting a topic to evaluating the product. This organizer is intended to assist you in planning and carrying out your research project. Not all questions require a written response, but you might find it useful to ask yourself these questions and jot down notes.

1. Task Definition (Determining the assignment.)

- What am I supposed to do?
- What is the problem I need to solve?
- What are the questions I should answer?
- What type of information do I need?
- How much information do I need?
- Should I narrow my topic?
- What will my finished product look like?

Notes:

2. Information-Seeking Strategies (Brainstorm the possible sources to complete the assignment.)

- What are my possible sources? Books, websites (portals, search engines, subject directories, subscription databases), periodicals, e-mail, interviews, television, video?
- Which search tools and subscription databases should I use? Should I use the library catalog?
- Which are the best sources?

Notes:

3. Location and Access (Finding the best sources and how to use them.)

- Where will I find my best resources?
- Who can help me find the materials I need?
- Can I mine the sources I have for alternate keywords?
- Within my sources, how will I locate information?
 - Print: tables of contents, indexes, headings, subheadings, bold print, scanning text.
 - Electronic: database strategies, keyword vs. subject, keyword identification, find on page, search within a search
- Should I investigate other libraries or use interlibrary loan?

Notes:

4. Use of Information—reading, hearing, viewing, interacting (Getting the information from the sources.)

- Which information is relevant?
- How will I record the information I find—note cards, organizers?
- What is the most logical structure for organizing what I have collected?
- Are there appropriate quotes? Paraphrases? Ideas to summarize?
- How will I give credit to my sources? Do I need permissions for Web publishing or broadcasting?

Notes:

5. Synthesis (Preparing the product.)

- How will I organize information from multiple sources?
- Can I eliminate information that does not answer my questions or help prove my thesis?
- How will I present the results of my research? Format? Structure?
- How will I make sure my own voice as a writer is heard?
- What conclusions have I made?

Notes:

6. Evaluation (Reflecting on the research process and product.)

- Have I completed the requirements of the assignment?
- Is it logically organized, carefully proofread, and ethically documented?
- How could I have improved the project? What will I do differently next time?
- Did I really answer the questions I posed?
- Did I use quality evidence to support my argument?
- How effective was my research process?
- How effective is my product?
- Is this my best work?

Notes:

SOURCE: Adapted with permission from Michael B. Eisenberg and Robert E. Berkowitz, *The Big6 Model*. Big6 website <http://www.big6.com>.

Choosing a Topic

Sometimes your teacher will select the topic for a research project. Other times, your teacher may provide a list of topics from which you are to choose one. Finally, you might have to select a topic completely on your own. When this is the case, here are some guidelines to help you select an appropriate topic.

- It needs to be appropriate for the assignment.
- It needs to be something that lends itself to academic research and writing.
- It needs to not be too broad (i.e. too large of a topic to cover in detail within the page length limits).
- It needs to not be too narrow (i.e. too small of a topic to fill up enough pages for the assignment).
- It needs to be interesting and important to you (or else you're going to get very bored).
- It needs to be creative.

Strategies that help generate and clarify ideas and topics include

- Brainstorming – jot down ideas as they come to you.
- Clustering (mind or idea mapping) – start with a general topic in the center of the page and link other ideas to it. This is a great way to visualize the connections between ideas.
- Free write – spend a few minutes writing everything that comes to your mind about a given topic (A variation of the free write that helps focus or narrow your topic is the loop write – once you've completed a free write, highlight the aspects of the free write that interest you and repeat the free write focusing only on those, until you have a sequence of free writes, each more specific than the last.)
- Use the *Journalists' Questions* (who, what, where, when, why and how) to explore potential topics.

What Is a Thesis?

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A thesis statement declares what you believe and what you intend to prove. A good thesis statement makes the difference between a thoughtful research project and a simple retelling of facts.

A good tentative thesis will help you focus your search for information. You must do a lot of background reading before you know enough about a subject to identify key or essential questions. You may not know how you stand on an issue until you have examined the evidence. You will likely begin your research with a working, preliminary, or tentative thesis, which you will continue to refine until you, is certain of where the evidence leads.

The thesis statement is typically located at the end of your opening paragraph. (The opening paragraph serves to set the context for the thesis.)

Remember, your reader will be looking for your thesis. Make it clear, strong, and easy to find.

Attributes of a good thesis

- It should be contestable, proposing an arguable point with which people could reasonably disagree. A strong thesis is provocative; it takes a stand and justifies the discussion you will present.
- It tackles a subject that could be adequately covered in the format of the project assigned.
- It is specific and focused. A strong thesis proves a point without discussing “everything about . . .” Instead of music, think “American jazz in the 1930s” and your argument about it.
- It clearly asserts your own conclusion based on evidence. Note: Be flexible. The evidence may lead you to a conclusion you didn’t think you’d reach. **It is perfectly okay to change your thesis!**
- It provides the reader with a map to guide him/her through your work.
- It anticipates and refutes the counter-arguments.
- It **avoids** vague language (like “it seems”).
- It **avoids** the first person (“I believe,” “In my opinion”).
- It should pass the So what? or Who cares? Test. (Would your most honest friend ask why he should care or respond with “but everyone knows that”?) For instance, “people should avoid driving under the influence of alcohol,” would be unlikely to evoke any opposition.

How do you know if you’ve got a solid tentative thesis? Try these five tests:

1. Does the thesis inspire a reasonable reader to ask, “How?” or “Why?”
2. Would a reasonable reader NOT respond with “Duh!” or “So what?” or “Gee, no kidding!” or “Who cares?”
3. Does the thesis avoid general phrasing and/or sweeping words such as “all” or “none” or “every”?
4. Does the thesis lead the reader toward the topic sentences (the subtopics needed to prove the thesis)?
5. Can the thesis be adequately developed in the required length of the paper or project?

If you cannot answer “YES” to these questions, what changes must you make in order for your thesis to pass these tests?

PHS Library Resources for Research

Books and similar print materials: the PHS Library has over 15,000 books, close to 1000 audiovisual materials and subscriptions to over twenty popular magazine titles. Our book collection includes references books for all disciplines as well as books that cover a variety of topics in varying degrees of depth and at varying levels of sophistication. Log into your own *Destiny* account to search the library collection, create booklists, keep track of due dates and renew your library materials.

Electronic Resources: the PHS Library provides access to a variety of electronic resources. These include search portals, e-reference books and full text-databases (discussed below.)

- *eBooks* are electronic duplicates of the print versions of the same titles—right down to the pages numbers and illustrations. The difference is that these live in the cloud and are accessible 24/7 from any computer linked to the internet. eBooks are accessed through your Destiny (library catalog) account. You can make notes and highlight text that stays in your account!
- *EBSCOHost* is a portal through which a number of databases are searchable, either individually or in combination.
- *Gale Power Search* is a portal that allows to you search across several databases published by Gale.
- *Virtual Reference Library* accesses the electronic reference books that PHS Library has purchased.

Full text databases: The PHS Library subscribes to a number of databases; most provide *full-text* (the complete article) access to thousands of articles. In some databases, in addition to full-text, *abstracts* (summaries) of thousands more articles are available. Databases are part of the “invisible web,” meaning that they are only available to subscribers through user names and passwords. The PHS library databases are accessible through the library’s web page, where you can find access information.

Please ask in the library for the complete list of Databases and Web Portals.

PHS Library Wiki: an ever-evolving online resource that provides

- **Pathfinders:** Assignment specific resource lists, created by the PHS librarians to guide the student researcher to the best print, nonprint and online sources.
- **Database tutorials:** handouts, PowerPoints and Flash videos to help the student researcher more efficiently and effectively use the subscription databases of the PHS Library.
- **Research tools:** handouts, graphic organizers and other aids to assist the student researcher in various aspects of the research process.

Common Formats of Resources

Noodletools MLA Junior

Types of Citations: Below is the list of types of citations available in the Pop-Up Menu in the Bibliography section of Noodle Tools. If reading the descriptions and looking at the examples doesn't help you decide the like of source it is, scroll down to the bottom of the source to see how the editors of the database cite it.

➤ **Print or Online**

Type	Description	Example
Anthology Note: Use if you are only citing one part of the book (a poem, a short story, etc.) otherwise use "Book."	An anthology is a collection of short works (poems, essays, primary sources, etc.) By one author or many contributors Usually organized by an editor The title may include the word "Reader," "Collected" or "Anthology."	<ul style="list-style-type: none"> • <i>American wits : an anthology of light verse</i> • <i>Baseball--the perfect game : an all-star anthology celebrating the game's greatest players, teams, and moments</i> • <i>Feeling very strange : the slipstream anthology</i> • <i>Critical perspectives on Islam and the Western world</i>
Book	Many types of nonperiodical publications are called "books" but they are cited differently. If you are citing specific types of books (e.g., an anthology, or a reference book) choose the form for that source.	Use the format for "Book" for <ul style="list-style-type: none"> • an entire book or section of a book • a printed book reproduced on electronic media • a graphic novel or comic book • a scholarly edition of a classic work
Journal	Scholarly journals are periodicals (published at regular intervals) which contain original research, scholarly interpretations, and literary works of interest to academic readers. Submissions are peer reviewed which means that the scholar's work is evaluated for publication by experts or researchers in the field. The title will often include the words "Journal," "Quarterly," "Review," or the name of a college, university or professional association.	<ul style="list-style-type: none"> • <i>The Midwest Quarterly.</i> • <i>New England Medical Journal</i> • <i>The Oral History Review</i> • <i>University of Pennsylvania Journal of Constitutional Law</i>
Magazine	A magazine appeals to a general audience, although their depth ranges from substantive to simple. In all good writing, concepts are explained and information is attributed, but the author does not provide the rigorous proof or methodology evident in scholarly work. In magazines designed for a more educated audience, a short list of books for further reading may follow an article, but footnotes are rare. Eye-catching pictures, colorful design elements and fonts, and many ads are evident. The goal of a magazine is to attract, inform and entertain general readers.	<ul style="list-style-type: none"> • <i>Psychology Today</i> • <i>The New Yorker</i> • <i>Time</i> • <i>People</i> • <i>Seventeen</i>
Newspapers	Newspapers are frequently published periodicals (e.g., daily, weekly) and contain news, editorials, advertisements, and current international, national and local information.	<ul style="list-style-type: none"> • <i>The New York Times</i> • <i>Democrat & Chronicle</i> • <i>USA Today</i>
Reference Source	Reference works are designed to be consulted for specific facts or background rather than to be read from beginning to end. Reference books are often shelved separately in a library and have borrowing restrictions because they are used often. Reference books include dictionaries, encyclopedias, thesauri, almanacs, atlases, and directories.	Encyclopedias, dictionaries, almanacs, atlases, yearbooks, biographical encyclopedias, gazetteers, and statistical resources.

➤ **Online Only (Not reproduced from another format)**

Type	Description	Example
Database <i>Note:</i> Use this ONLY to cite material written for the database or with no information about previous publication	These are sites that provide access to mostly newspaper and magazine articles that are not available through Google or any other search engine. The only way to see these articles online is to pay a fee.	<ul style="list-style-type: none"> • <i>Encyclopedia Mythica</i> • <i>MedlinePlus</i>
Website	Most nonperiodical content that is published only on the Web. For example, a page in a wiki, a newsgroup, mailing list, or Web forum post, a scholarly project, a company, government, or museum's Web site, your personal home page, a student's Web Quest, a school course's Web page or an academic department's home page. Does NOT include a weblog, audio blog, or video blog or material from a Web site that has been reprinted in an anthology or other book.	<ul style="list-style-type: none"> • Ted Brazener's Site • Strong Museum of Play website •

➤ **Audiovisual**

Type	Description	Example
Film or -Video recording	Movies. DVDs	<ul style="list-style-type: none"> • A DVD of <i>Gone With the Wind</i>
Video clip	Available on a Web site or open-access archive/repository	<ul style="list-style-type: none"> • YouTube • American Memory
Lecture	Live lectures, Audio videotape or transcript of lecture or speech	<ul style="list-style-type: none"> • Martin Luther King, Jr.'s <i>I Have a Dream Speech</i>
Work of Visual Art	Includes all art forms and handcrafts (e.g., paintings, drawings, sculptures, computer art, ceramics), as well as both documentary and artistic photographs. Includes photographs you have taken yourself or other unpublished photographs	<ul style="list-style-type: none"> • <i>Mona Lisa</i> • <i>The Thinker</i> • Photograph of Flag Raising atop Mount Suribachi on Iwo Jima.
Photo or Image (Born Digital)	Image only available digitally.	
Television or Radio Programs	Programs broadcast on television or radio, whether off air, on cable or available on line.	<ul style="list-style-type: none"> • <i>NBC Nightly News</i> • NPR's <i>All Things Considered</i> • Episode of <i>Glee</i> on Hulu.

Common Formats of Resources

Noodletools MLA Advanced

Types of Citations: Below is a list of commonly used types of citations of the 70+ types available in the Pop-Up Menu in the Bibliography section of Noodle Bib. Read the Description and Examples to help you decide what kind of source you are citing. Our subscription databases have articles from many different sources. If reading the descriptions and looking at the examples doesn't help you decide the like of source it is, scroll down to the bottom of the source to see how the editors of the database cite it.

➤ Periodicals

Type	Description	Example
Journal	Scholarly journals are periodicals (published at regular intervals) which contain original research, scholarly interpretations, and literary works of interest to academic readers. Submissions are <i>peer reviewed</i> which means that the scholar's work is evaluated for publication by experts or researchers in the field.	A critical review from <i>The Midwest Quarterly</i> reproduced in Thomson Gale's <i>Contemporary Literary Criticism</i> library subscription database.
Magazine	A magazine appeals to a general audience, although their depth ranges from substantive to simple. In all good writing, concepts are explained and information is attributed, but the author does not provide the rigorous proof or methodology evident in scholarly work. In magazines designed for a more educated audience, a short list of books for further reading may follow an article, but footnotes are rare. Eye-catching pictures, colorful design elements and fonts, and many ads are evident. The goal of a magazine is to attract, inform and entertain general readers.	<i>Psychology Today</i> http://www.psychologytoday.com/magazine or The New Yorker http://www.newyorker.com/
Newsletter	Newsletters are brief, periodical publications (monthly, weekly, or even daily as e-mails) containing current information geared toward the interests of a particular organization or group.	A newsletter from Thomson Gale's <i>Newsletters ASAP</i> database.
Newspapers/Newsires	Newspapers are frequently-published periodicals (e.g., daily, weekly) and contain news, editorials, advertisements, and current international, national and local information. Newsires are Web pages (e.g., Yahoo! News, Reuters.com) that present articles from one or more wire services (e.g., AP, Reuters, PR Newswire). Many print newspapers also have an online version (for example, <i>The New York Times</i> also publishes <i>on the Web</i>).	<i>The New York Times</i> <i>Yahoo! News, Reuters.com</i>

➤ **Non-Periodicals**

Type	Description	Example
Anthology/ Book Collec- tion	Anthologies (also called compilations) collect works by one or more authors that may or may not have been published before in another format. The collection is organized by an editor or compiler, typically reflecting a particular genre, time period or theme.	Collection of Short stories Anthology of Poetry <i>Opposing Viewpoints</i>
Bible	Well-known sacred texts (e.g., Holy Bible, Koran, Bhagavad Gita, Talmud)	
Book	Many types of non-periodical publications are called "books" but they are cited differently. If you are citing specific types of books (e.g., an anthology, a reference book, or a religious work) choose the form for that source.	Use the format for "Book" for <ul style="list-style-type: none"> • an entire book or section of a book • a printed book reproduced on electronic media • a map or chart • a photograph or illustration • a graphic novel or comic book • a scholarly edition of a classic work • a transcript of an interview or speech That does not fit one of the specific types of book.
Conference proceedings	Conference proceedings are papers presented by speakers at an academic conference. Papers from a conference are typically published together as a book (called the "Proceedings").	
Government Publication	A government publication is an official document issued by a government agency such as a city, county, state, federal or international body.	<i>The Congressional Record</i> Legislation Legal Documents
Pamphlet	A pamphlet is a short (under 50 pages), unbound, nonperiodical publication. This includes publicity and marketing material (e.g., prospectus, brochure, leaflet, product insert).	
Press Release	A press release is an announcement typically written by a company or organization to draw media attention to a specific event. It is a nonperiodical publication that can be published either in print or online (or both).	
Reference Source	References are used to find factual information on a subject, and are not usually read all the way through or chapter by chapter. In a K-12 library, reference books are usually located in a special reference collection area, and cannot be checked out.	<i>World Book</i> <i>Grolier Online</i>
Reference book or online reference source	Reference works are designed to be consulted for specific facts or background rather than to be read from beginning to end. Reference books are often shelved separately in a library and have borrowing restrictions because they are used often. Reference books include dictionaries, encyclopedias, thesauri, almanacs, atlases, and directories. A Web site that offers reference-type content but that isn't an exact duplicate of a printed reference work is called a <i>reference database</i> .	Encyclopedias, dictionaries, almanacs, atlases, yearbooks, biographical encyclopedias, gazetteers, and statistical resources.
Report	A report is a nonperiodical publication that can contain technical data and analysis, investigative findings of a company or committee, or the results of scholarly research.	<ul style="list-style-type: none"> ▪ Research report issued by a university showing results and implications of a study conducted by a department ▪ Investigative report issued by the publication arm of a foundation like the ▪ Technical report issued by corporations or trade organizations.

➤ **Electronic/Online (Exclusively – Not reproduced from another format)**

Type	Description	Example
Digital File	Source has no publication history and is just a standalone computer file.	An HTML or XML file, an essay you wrote in Word, etc.
E-mail	Electronic mail (e-mail) is generally not accessible to your readers. Cite archived, publicly-viewable versions of an e-mail, if available. If this is not possible, you may want to print a copy of the e-mail to include with your manuscript.	Personal e-mail (to author or other recipient)
Online Database	Original content created for this database (it never appeared in print or another publication medium).	
Software	Content that appears on CD-ROM, DVD-ROM, Diskette, or Apple iPod, etc.	iTunes song, DVD version of a movie
Website	Most nonperiodical content that is published only on the Web is cited as described in section 5.6.2b of the 7th edition of the <i>MLA Handbook</i> ("A Work Cited Only on the Web"). Does NOT include a weblog, audio blog, or video blog or material from a Web site that has been reprinted in an anthology or other book.	A page in a wiki, a newsgroup, mailing list, or Web forum post, a scholarly project, a company, government, or museum's Web site, your personal home page, a student's Web Quest, a school course's Web page or an academic department's home page.

Evaluation of Resources
**USE CARRDSS TO HELP YOU EVALUATE
YOUR SOURCES!**

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CREDIBILITY: Who is the author? What are his or her credentials?

ACCURACY: Can facts, statistics, or other information be verified through other sources?
Based on your knowledge, does the information seem accurate?

RELIABILITY: Does the source present a particular view or bias?

RELEVANCE: Does this information directly support my hypothesis/thesis or help to answer my question?

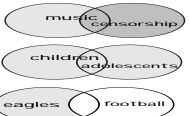
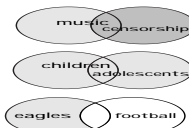
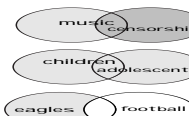
DATE: When was this information created? When was it revised? Are these dates meaningful in terms of the subject matter?

SOURCES BEHIND THE TEXT: Did the author use reliable, credible sources?

SCOPE: Does this source address my hypothesis/thesis/question in a comprehensive or peripheral way? Is it a scholarly or popular treatment?

Boolean Search Skills
Power Searching Tips for the Web and Online Databases
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If you are not happy with your results, try another search engine, check your spelling, or try synonyms or related, broader, or narrower terms. *Mine* your results for new keywords. By all means, use some strategy. Though they have many quirks, most engines allow users the following advanced techniques. Check the “search tips,” “cheat sheet,” or “help” pages of your favorite search tools for the proper way to express these strategies. Remember: You can use these strategies more easily in the advanced search screens.

Boolean Operator/ Strategy	Why You’ll Use It
+ AND all the words 	limits your search, requiring that all words appear Vietnam AND protest AND students +Japan +cooking +eagles +habitat +endangered In Google, use + to include common words overlooked by search engines A growing number of search engines assume an AND. You still need to express AND in databases!
OR any of the words ~ 	is used to capture synonyms or related words car OR automobile coronary OR heart Google uses ~ to expresses synonyms
- NOT AND NOT exclude 	eliminates possibilities that will cause problem results Martin Luther NOT King + eagles -Philadelphia -football
<i>(Most search engines allow you to use “+” and “-” for AND and NOT. These characters must appear immediately before your search terms. Do not separate them with spaces.) Some search engines allow you to exclude words in their advanced search screens.</i>	
Wildcards, Truncation, Stemming	Many search tools allow you to use an asterisk (*) to stand for any character or string of characters. This method is especially useful if you are uncertain of spelling or if you want to pick up various forms of a word or word endings. teen* (picks up teenage, teenagers, or teens) Herz* (for Herzegovina)
Phrases	Very often, you will want words to appear together in specific order. Quotation marks (“ ”) set words off as phrases to be searched as a whole. A great strategy for names and titles too! “vitamin A” “raisin in the sun” “George Washington Carver”

Proximity	Words are often not meaningful in a search unless they appear near each other in a document. In large documents, words separated by lots of text are generally unrelated. NEAR/25 specifies that two words appear within 25 words of each other (Used in AltaVista and AOL Search) Eric Clapton NEAR/10 Cream
Field Searching	This strategy restricts searches to certain portions of Web documents. It allows you to specify that search terms appear, for instance, in the title or URL of your results. title: cancer URL: epa domain: edu + “graphic organizers” inurl: nasa (used in Google) filetype: pdf
Case Sensitivity	Most search engines are case <i>insensitive</i> by default; that is, they treat upper- and lower-case letters the same. However, some recognize uppercase and lowercase variations. It is good practice to search using lowercase letters unless you have a specific strategy in mind. In <i>case sensitive</i> search tools: Baker (retrieves name and eliminates most references to cake and bread makers) AIDS (eliminates reference to helpers) China (eliminates references to dishes)
Combining Strategies	Check to see if the search tool allows you to combine strategies. For instance, you might find it helpful to combine Boolean operators. Use () to nest, or group your ORs and ANDs in more sophisticated searching. Like in algebra, what is in parentheses is processed first. +dolphins +(behavior OR behaviour) -miami Sample using Google syntax: inurl: nasa +saturn
Searching within Your Search	If you have a long result list, and even if you don’t, you might choose to search for targeted words within your search. Several search engines offer a handy feature to help you narrow your result lists. After you perform your first search, look for a “search within results” feature. If no such feature exists, you can use your browser’s own “find” feature to search within each page.
Natural Language Searches	Some search engines allow you to type questions as you would think or speak them. “Why is the sky blue?”

TIP ABOUT TIPS: every search engine is slightly different. For instance, Google uses an automatic and. Some search engines allow for “natural language” searching. Remember to read carefully the “tips page” of the search tools you use most frequently. These pages discuss the syntax, or the specific search language, used by that particular search engine or directory.

Subject Searching vs. Keyword Searching

Subject headings are "controlled vocabulary" words. These words have been carefully identified and defined by subject indexers. They are used to describe the specific content of the materials listed in online catalogs, print, and electronic indexes. Frequently, subject headings are published in a thesaurus. Some examples of subject heading thesauri are:

- Library of Congress Subject Headings-usually kept at library reference desks
- ERIC thesaurus-terminology for the broad field of education
- CAB thesaurus-terminology for the broad field of agriculture

In online catalogs and electronic indexes, subject headings (sometimes called descriptors, identifiers, or subject terms) are always found in the subject or descriptor fields of the bibliographic record. In online catalogs or electronic indexes, a subject search scans only the subject or descriptor fields of the bibliographic records. This allows you to retrieve items whose content is directly relevant to the specific subject you are looking for. It also reduces the total number of items you will retrieve. The trick is to identify the right subject headings for your topic. If you have trouble identifying the best subject headings for your topic, ASK A LIBRARIAN.

Keywords also describe a subject. However, they are not standardized by anyone. Keywords are generally those words that someone looking for information, such as you, selects as a good description of the information s/he wants to find. They can also be the terms that a researcher has listed as important descriptors for the information s/he has produced.

Keyword searching is a product of the computer age. In online catalogs and electronic indexes, a keyword search scans the entire bibliographic record. No matter where the keyword you have selected appears, that record will be retrieved. As a result, a keyword search retrieves a large number of results. If the term you chose as a keyword is one that can be used in multiple contexts, many of the results you retrieve will be irrelevant to your project. (For example, when using the keyword "mouse," are you looking for the device or the rodent?)

Using Subject Headings and Keywords: When to use a subject-heading search versus a keyword search is a judgment call. In most effective search strategies, you will end up using both. Which one is better to start with may depend upon whether you are searching an online catalog or an electronic index as well as the broad subject area of your topic. The more accurately you have described your topic the more likely it is that some of the terms you have identified are also subject headings. In general, if you do not know what the subject headings are for your topic, you can use a keyword search to find a few relevant items. Then use the subject headings on those items to find materials that are more relevant.

If you are searching an online catalog and your topic is in the sciences, it is often better to start with a subject search on the main term describing your topic because many technical terms and scientific concepts are also subject headings.

If you are searching an online catalog and your topic is in the social sciences or humanities, using a keyword search to find appropriate subject headings may be a more efficient strategy.

Here are some key differences between Subject searching and Keyword searching:

Subject	Keyword
Pre-defined "controlled vocabulary" words assigned to describe the content of each item in a database or catalog.	Natural language words describing your topic. A good way to start your search.
Less flexible. You must know the exact controlled vocabulary term or phrase.	More flexible for searching. You can combine terms in any number of ways.
Database looks for subjects only in the subject heading or descriptor field, where the most relevant words appear.	Database looks for keywords anywhere in the record (title, author name, subject headings, etc.).
If a subject heading search yields too many results, you can often select subheadings to focus on one aspect of the broader subject.	Often yields too many or too few results.
Results are usually very relevant to the topic.	Often yields many irrelevant results.

Use a Subject search when:	Use a Keyword search when:
you only want a few highly relevant items retrieved	you want to get a sense of what is "out there"
there are well-defined and relatively unique terms for your topic	there are not any well-defined or particularly unique terms for your topic
your topic is part of an established and defined area of knowledge, especially in the sciences	your topic is new or part of an area of knowledge which has a large number of sub-categories
you already know the subject headings for the topic you are researching.	you know only the sponsoring agency, organization, or company
you want to scan the information available on one broad subject	you have an incomplete or complicated reference to identify
you want a list of relevant items in one efficient search – if you have the appropriate subject headings	your topic is very jargon oriented or you do not know the technical terms for your topic.
your keyword search has retrieved an unmanageable number of results and you have found appropriate subject headings	the electronic index you are using does not support subject searching

Using the Library Catalog

The library catalog allows you to look for all or any of the items in the PHS Library collection. You can search for items using a number of strategies described below. To access the catalog, click the “Library Links” on the PCSD home page, and then click “PHS Library Catalog.”

Log into your Destiny account with your network Username and Password.

Basic searching: To begin, enter your search term in the Find box. Then choose a search button...

Keyword:	searches through all the titles, authors, subjects, series, and notes, for your search term.
Title:	searches through all the titles.
Author:	searches all of the authors and illustrators.
Subject:	searches all the subjects
Series:	searches through all the series.

Power Search: If a Basic Search returns too many or too few results, Power Search lets you look for search terms by Keyword, Title, Author, Subject, Series, or Note. These options let you specify how the library catalog should treat each term. You can also define the Boolean relationship between each search

Cornell Note Taking System

1. **Record.** In the Note taking Column, record as many meaningful facts and ideas as you can. Use telegraphic sentences. But, make sure you will be able to gain full meaning later. Write legibly.
2. **Reduce.** After class, summarize your notes by writing in single words and short phrases in the Cue Column. Summarizing clarifies meanings, reveals relationships, establishes continuity, and strengthens memory. In addition, this thinking and writing of cues sets up a perfect stage for studying for exams later.
3. **Recite.** Cover the Note taking Column with a sheet of paper. Then, looking at the words and phrases in the Cue Column only, recite aloud and in your own words the full lecture.
4. **Reflect.** Professor Hans Bethe, nuclear physicist and Nobel Prizewinner, said, "...creativity comes only through reflection." You reflect by asking yourself the following questions, for example. What is the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What's beyond them?
5. **Review.** Spend ten minutes every week reviewing your notes. If you do so, you'll retain a great deal for current use, as well as, for the exam, which comes later.
6. **Summary.** Leave space at the bottom of each sheet for a summary.

<p>---- 2 1/2 inches ----</p> <p>Reduce ideas and facts to concise jottings and summaries as cues for Reciting, Reviewing, and Reflecting. (CUE COLUMN)</p>	<p>---- 6 1/2 inches ----</p> <p>Record the lecture as fully and as meaningfully as possible. (NOTETAKING COLUMN)</p>
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Example

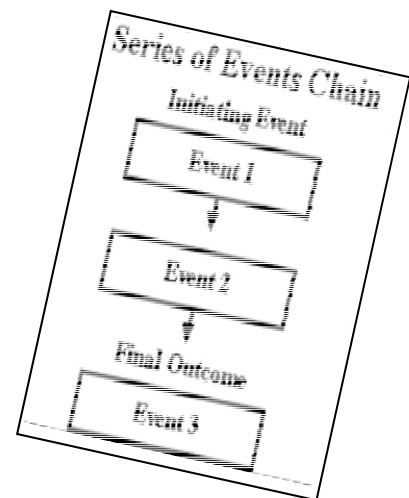
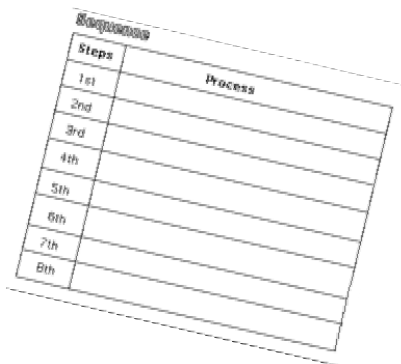
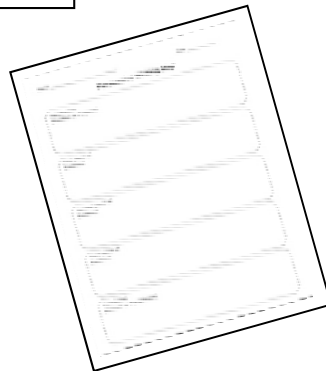
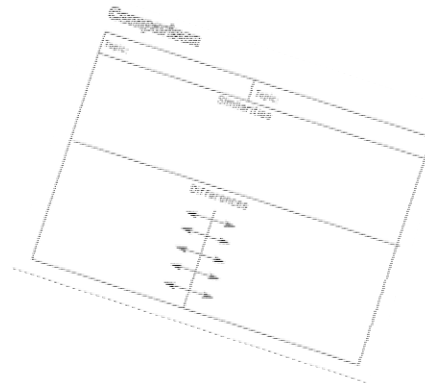
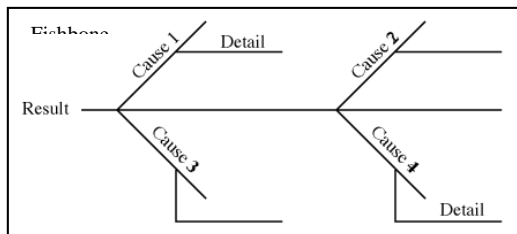
Biology 101 -- Prof. Fairbanks -- Sept 18th	
Water affects weight	A. Importance of water in controlling weight
- helps metabolize fat	1. Water helps body metabolize stored fat.
	2. Studies show:
Increase water = decrease fat	a. Increase water intake = fat deposits decrease
Decrease water = increase fat	b. Decrease water intake = fat deposits increase
Kidney - liver relationship	3. Why? Kidneys can't function at capacity w/o enough water; so, some of the kidney's work is dumped on liver.
	a. Liver's job is to metabolize fat.
	b. If liver does kidney's work, too; can't complete its own work
	c. So, liver metabolizes less fat, thus, more fat is stored.
Water affects hunger	d. If there's sufficient water; then liver & kidneys do their complete jobs. Furthermore, this leads to a natural loss of hunger, which means the intake of fewer calories.
Daily = 2 qts	4. How much water
	a. 2 qts every day = 8 large glasses (8 oz.)
Overweight = 1 extra glass per 25 lbs.	b. If overweight, one additional glass for every 25 lbs of excess weight.
Water keeps body's fluids in perfect balance. Water enables kidneys to function at maximum level; thus, freeing liver to metabolize (burn) stored fat. To achieve weight loss, drink 8 glasses (8 oz. ones) of water. More if already overweight.	

Adapted from Cuesta College, San Luis Obispo, CA. Used with permission.

Graphic Organizers

There are a myriad of graphic organizers that are very useful for organizing your thoughts. Graphic organizers can help you organize:

- Group project work
- Keyword/search plan
- Support for your thesis
- Persuasive essays
- Compare & Contrast
- Cause & Effect
- Chronological information (timelines)
- Chain of events
- Etc.

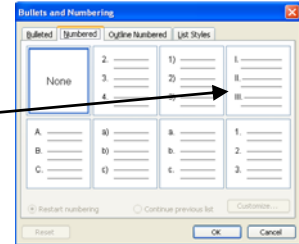


The PHS Library Wiki has electronic versions of graphic organizers that you can use electronically or print out to use in hard copy. The Wiki also has links to other sites with even more graphic organizers.

Using Microsoft Word to Write an Outline

An outline breaks down the parts of your thesis in a clear, hierarchical manner. Most students find that writing an outline *before* beginning the paper is most helpful in organizing one's thoughts. If your outline is good, your paper should be easy to write. The basic format for an outline uses an alternating series of numbers and letters, indented accordingly, to indicate levels of importance.

Microsoft Word makes it easy to format a traditional Outline. On, the “Format” menu, go to “Bullets & Numbering” and select the numbered list with Roman numerals.



Note: Always check with your teacher to see what outline style is preferred!

- I. Introduction (Thesis)
- II. First Main Idea
 - A. Subtopic 1
 - 1. Detail of Subtopic 1
 - a. Support A: Examples, Quotations, Statistics
 - b. Support B: Examples, Quotations, Statistics
 - 2. Second Detail of Subtopic 1
 - a. Support A: Examples, Quotations, Statistics
 - b. Support B: Examples, Quotations, Statistics
 - B. Subtopic 2
 - 1. Detail of Subtopic 2
 - a. Support A: Examples, Quotations, Statistics
 - b. Support B: Examples, Quotations, Statistics
 - 2. Second Detail of Subtopic 2
 - a. Support A: Examples, Quotations, Statistics
 - b. Support B: Examples, Quotations, Statistics
- III. Second Main Topic
 - A. Subtopic 1
 - 1. Detail of Subtopic 1
 - a. Support A: Examples, Quotations, Statistics
 - b. Support B: Examples, Quotations, Statistics
 - 2. Second Detail of Subtopic 1
 - a. Support A: Examples, Quotations, Statistics
 - b. Support B: Examples, Quotations, Statistics
 - B. Subtopic 2
 - 1. Detail of Subtopic 2
 - a. Support A: Examples, Quotations, Statistics
 - b. Support B: Examples, Quotations, Statistics
 - 2. Second Detail of Subtopic 2
 - a. Support A: Examples, Quotations, Statistics
 - b. Support B: Examples, Quotations, Statistics

- ## IV. Conclusion

Here is an example of an outline on a paper about the development of Japanese theater:

<u>OUTLINE</u>	<u>NOTES</u>
I. Thesis: Japanese theater rose from a popular to elite and then returned to a popular art form.	The thesis is stated in the first section, which is the introduction .
II. Early theatrical forms A. Bugaku B. Sarugaku C. Primitive Noh D. Authors and Audience III. Noh theater A. Authors B. Props 1. Masks a. women b. demons c. old men 2. Structure of Stage C. Themes 1. Buddhist influence 2. The supernatural D. Kyogen interludes E. Audience IV. Kabuki A. Authors B. Props 1. make-up 2. special effects C. Themes 1. Love stories 2. Revenge D. Audience V. Bunraku (puppet) theater A. Authors B. Props C. Themes 1. Love stories 2. Historical romances D. Audience	The body follows the introduction, and breaks down the points the author wishes to make. Note that some section have subdivisions, others do not, depending on the demands of the paper. In this outline, II, III, & IV all have similar structure, but this will not necessarily be true for all papers. Some may only have three major sections, others more than the five given here.
VI. Conclusion	Your conclusion should <i>restate</i> your thesis, and <i>never</i> introduce new material.

From the Course Web Page for EAJ170L State University of New York at Albany.

MLA Formatting in Word 2013

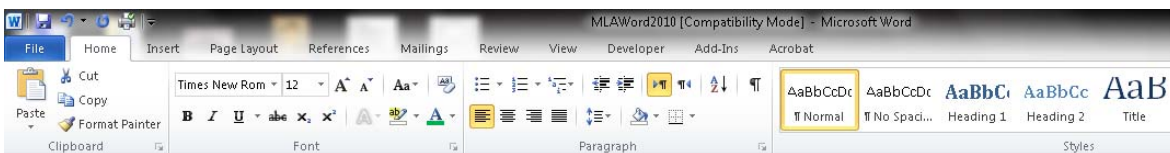
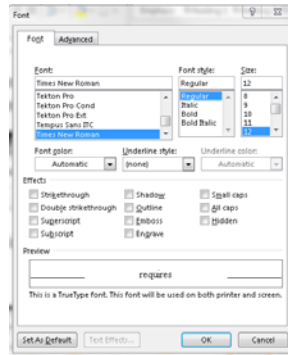
This handout will help you prepare a document in accordance with the guidelines of the *MLA Handbook for Writers of Research Papers, 7th Edition* when using *Microsoft Word 2013*.

Font

Times New Roman, 12 point, meets the MLA font and font size guidelines (MLA 4.2). Use this unless your teacher requires a different font or font size. To change the font or font size:



Click on the arrow in the corner of the “Font” section of the ribbon. In the pop-up menu make sure that “Times New Roman” is chosen for the Font, “Regular” is chosen for the Font Style, and “12” is chosen for the Size



Paragraph Formatting

Once you have set the font and size, click on the arrow in the corner of the “Paragraph” section of the ribbon. Be sure that all the settings in the Paragraph box are the same as below



General:

- Alignment: Left
- Outline level: Body Text

Indentation:

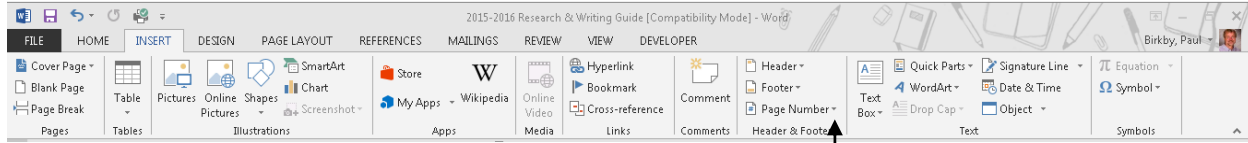
- Left & Right: 0”
- Special: First line by .5”

Spacing:

- Before and After: 0 pt.
- Line spacing: Double

Page Numbers & Your Name

As the author of the paper, your last name followed by the page number should appear in the upper right corner of each page, flush with the right margin (MLA 4.4). To add this header:



Click on the “Insert” tab on the ribbon at the top of the page
Click and hold Page Number. A menu will pop up. Select “Top of Page, Plain Number 3”



Put your cursor to the left of the number. Type your last name and enter one space. Click “Close Header.”

First Page

MLA does not require a title page (MLA 4.3). You should not use one unless your instructor specifies you should have one. Otherwise, the first page of the document is to begin with the following information, flush with the top and left margins. **Each piece of information should be on its own line and the text should be double-spaced.**

:

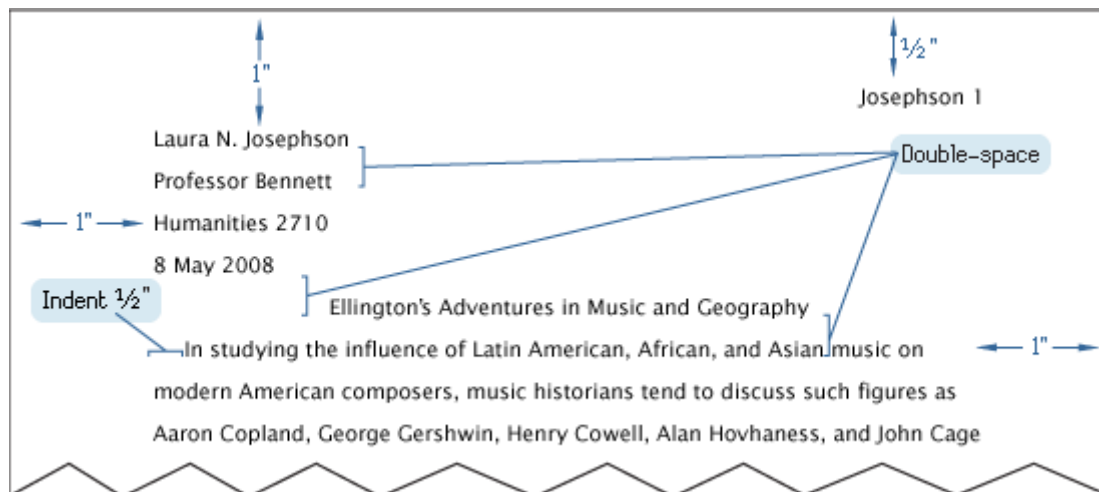
Your name
The teacher’s name
The course name
The date

Title

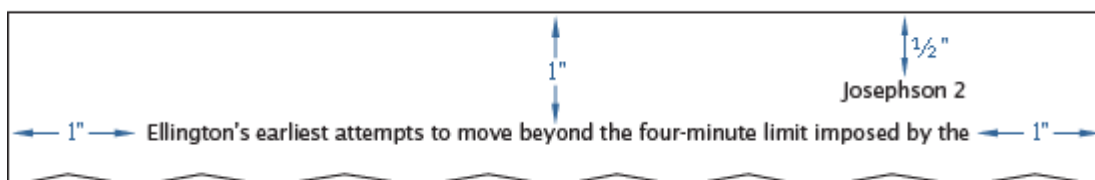
The title should be centered on the line following the date of the paper. The title should not be bolded, underlined, in quotes, or all in capital letters. Italicize only words you would italicize in your paper. Then center the title horizontally between the left and right margins:

If you are not using Microsoft Word 2013, please see the following for instructions on formatting your paper in MLA style.

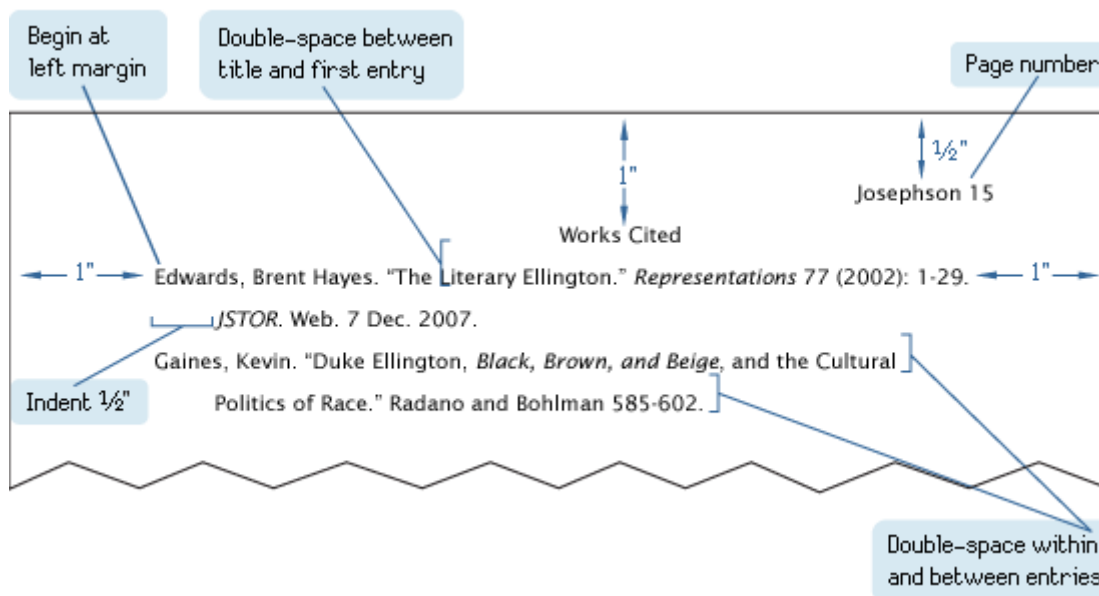
Format for First Page:



Format for Subsequent Pages



Format for the Works Cited Page:



Plagiarism

Derived from the Latin word *plagiarius* (“kidnapper”), *plagiarism* refers to a form of cheating that has been defined as “the false assumption of authorship: the wrongful act of taking the product of another person’s mind, and presenting it as one’s own” (Alexander Lindey, *Plagiarism and Originality* [New York: Harper, 1952] 2). To use another person’s ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft. Strictly speaking, it is a moral and ethical offense . . . that often carries severe penalties ranging from failure in a course to expulsion from school (Gibaldi 30).

Plagiarism is the act of presenting the words, ideas, images, sounds, or other creative expression of others as your own. IF

- you have included, copied or downloaded the words and ideas of others in your work and neglected to cite,
- you have turned in someone else’s work,
- you have had help you wouldn’t want your teacher to know about,

You have probably plagiarized!

Two types of plagiarism:

Intentional

- Copying a friend’s work
- Buying or borrowing papers
- Cutting and pasting blocks of text from electronic sources without documenting
- Media “borrowing” (i.e., inserting YouTube videos)

Unintentional

- Careless paraphrasing
- Poor documentation
- Quoting excessively
- Failure to use your own “voice” - Your work should be original!

But do I have to cite everything?

NO! Facts that are widely known, information, and judgments that are considered “**common knowledge**” do NOT have to be documented!

If you see a fact in more than five sources, it is likely to be “common knowledge.”

You don’t need to cite when you are writing about your own experiences, observations, conclusions, and reactions.

When in doubt, cite!

Common Examples of Plagiarism and Easy Fixes:

Original Source Information: To be culturally literate is to possess the basic information needed to thrive in the modern world. The breadth of that information is great, extending over the major domains of human activity from sports to science.

(From page xiii of Cultural Literacy: What Every American Needs to Know by E.D. Hirsch, Jr.)

Student Rewrite #1

In order to be literate in one's culture, a person needs a lot of information about his society. That information must span the whole spectrum of what humans have thought, written, and done.

This is plagiarism because the student has merely taken Hirsch's idea and put it into different words. Contrary to the impression given here that, the idea came from the student, in actuality; it is stolen—plagiarized—from another source.

Student Rewrite #2

In order to be "culturally literate," a citizen must have a vast amount of information covering all "major domains of human activity" ranging "from sports to science."

This is plagiarism because even though the student has placed some of Hirsch's works in quotation marks, the source remains unidentified to the audience.

Solutions: Add the source to the text and use parenthetical documentation

Ex. According to Hirsch's Cultural Literacy, to be literate in one's culture... (xiii).

Ex. Hirsch claims, "... " (xiii).

-or-

Just use parenthetical documentation

Ex. ...of what humans have thought, written, and done (Hirsch xiii).

Consequences for Academic Dishonesty:

Intentional Plagiarism—

1. Classroom teacher will address concern with student, call parents, and generate a disciplinary referral for documentation purposes.
2. A grade of zero will be entered for the assignment. Classroom teacher has the discretion to assign additional steps such as redoing the assignment.
3. Repeat offenses will result in additional administrative consequences.
4. Documented evidence of intentional plagiarism may impact future opportunities such as induction into National Honor Society.

Technical Plagiarism –

1. Classroom teacher will address concern with student and call home if necessary.
2. Deduction of points may be applied to the assignment. The number of points deducted will be determined by the teacher based on the severity, number of occurrences, specific assignment directions, and other factors. The teacher has the discretion to require the student to redo the assignment.

Summarizing, Paraphrasing, and Quoting

You *can* borrow from the works of other writers as you research. Good writers use three strategies—summarizing, paraphrasing, and quoting—to blend source materials in with their own, while making sure their own voice is heard.

Summarizing involves putting the main idea(s) of one or several writers into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summarized ideas are not necessarily presented in the same order as in the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

Summarize when:

- You want to establish background or offer an overview of a topic
- You want to describe common knowledge (from several sources) about a topic
- You want to determine the main ideas of a single source

Paraphrasing means rephrasing the words of an author, putting his/her thoughts in your own words. A paraphrase can be viewed as a “translation” of the original source. When you paraphrase, you rework the source’s ideas, words, phrases, and sentence structures with your own. Paraphrased text is often, but not always, slightly shorter than the original work. Like quotations, paraphrased material must be followed with in-text documentation and cited on the Works Cited page.

Paraphrase when:

- You plan to use information on your note cards and wish to avoid plagiarizing
- You want to avoid overusing quotations
- You want to use your own voice to present information

Quotations are the exact words of an author, copied directly from the source word for word. Quotations must be cited!

Use quotations when:

- You want to add the power of an author’s words to support your argument
- You want to disagree with an author’s argument
- You want to highlight particularly eloquent or powerful phrases or passages
- You are comparing and contrasting specific points of view
- You want to note the important research that precedes your own

Weaving Quotes into Your Writing

Effective writers use a variety of techniques to integrate quotations into their text.

When you use a quote in your writing, consider:

- What am I trying to say?
- Can a passage from the text say it for me?
- Have I explained the value of the quote?

Avoid “over-quoting.” It is important that your own voice be heard!

Serious room for improvement:

William Golding’s book *Lord of the Flies* is about kids stranded on an island. Some of the kids are good and some are bad. “Roger, with a sense of delirious abandonment, leaned all his weight on the lever” (Golding 180). So I ask you, what causes irresponsible behavior? Ralph is good, but Jack is bad.

Room for improvement:

There are bad kids on the island. One of them is Roger. He drops a boulder on Piggy and kills him. “Roger, with a sense of delirious abandonment, leaned all his weight on the lever” (Golding 180). This caused Piggy’s death.

A possible revision:

The truest form of wickedness on the island is evident in Roger. He demonstrates his true depravity when, “with a sense of delirious abandonment, [he] leaned all his weight on the lever” (Golding 180). Well aware of Piggy’s place beneath him, Roger willingly takes Piggy’s life.

Another possible revision:

Roger’s murder of Piggy clearly illustrates the depths children can sink to without appropriate supervision. As he stood high above Piggy on the mountain, “Roger, with a sense of delirious abandonment, leaned all his weight on the lever” (Golding 180). His willingness to welcome the moment with “delirious abandonment” clearly demonstrates the level of pleasure that Roger received by committing this horrific act.

Transitions

Transitions are words and phrases that act as bridges to link your ideas from sentence to sentence and that act as guideposts to indicate the direction of your thoughts. Use transitions logically to clarify the relationships between ideas in different sentences and paragraphs.

Different transitions establish different relationships between ideas:

To show a time sequence, use:

Next	Before	Earlier	As soon as
Later	Then	At the same time	Soon after
Meanwhile	Now	First	In the meantime
Eventually	During	Secondly	Afterward
Finally	After	Lastly	

To compare or contrast, use:

Likewise	Conversely	Although	Unlike
On the contrary	Even though	On the other hand	Nevertheless
In contrast	Similarly	But	In the same way
However	Yet		

To show cause or effect, use:

So	Then	Therefore	As a result of
Because of	On account of	Thus	For this reason
Consequently			

To add more information, use:

Also	And	Too	Furthermore
In addition	Again	Secondly	Moreover
Thirdly	Besides	Similarly	

To strengthen or emphasize a point, use:

Indeed	Without a doubt	In other words	Obviously
In fact	Especially	Basically	

To summarize, use:

With this in mind	On the whole	To this end	Lastly
All things considered	In closing	Finally	In conclusion

To introduce examples or explanations, use:

For example	Namely	In particular	Also
For instance	As an example	That is	In other words
As an illustration	For this reason		

Using transitions: Be sure to use the correct transition to fit your meaning.

Unconnected: George and Al disappeared into another room. They emerged wearing clown costumes.

With Transition: George and Al disappeared into another room. They appeared *in a few minutes* wearing clown costumes. (Note: the transition indicates time)

Unconnected: North Americans often serve hot chocolate with whipped cream. South Americans often add cinnamon and sometimes orange rind.

With Transition: North Americans often serve hot chocolate with whipped cream. South Americans, *on the other hand*, often add cinnamon and sometimes orange rind. (Note: the transition indicates contrast)

Unconnected: Ken asked his friends to help clean up the vacant lot. He enlisted the help of the neighbors.

With Transition: Ken asked his friends to help clean up the vacant lot. He enlisted the help of the neighbors *as well*. (Note: the transition indicates added information)

Unconnected: We waited endlessly for a package from home. One arrived on the day we least expected it.

With Transition: We waited endlessly for a package from home. *Finally*, one arrived on the day we least expected it. (Note: the transition indicates time)

Parenthetical Documentation

Adapted from *Power Tools Recharged* by Joyce Kasman Valenza. Used with permission.

Parenthetical or in-text documentation is the accepted format for acknowledging borrowed information within your original text. Footnotes are no longer frequently used, except in cases when you need to clarify or add information that might otherwise break the flow of your text or presentation.

HINT:
USE THE NOODLETOOLS PARATHETICAL DOCUMENT TOOL
FOR QUICK & EASY IN-TEXT DOCUMENTATION!

Use in-text documentation to cite a source whenever you:

- use an original idea from one of your sources, whether you quote or paraphrase it
- summarize original ideas from one of your sources
- use information that is not common knowledge (Common knowledge is information that recurs in many sources. If you are not certain it is common knowledge, cite to be safe.)
- quote directly from a source
- use a date, fact, or statistic that might be disputed

Usually only the author's last name and the page number OR, in the absence of an author, the title and the page number are given. Do not use the word “page” or any abbreviations. Page numbers may be omitted if the article is a one-page article or one in an encyclopedia arranged alphabetically. Page numbers may also be omitted when citing Web resources, which do not normally include paging.

The purpose of this format is to give immediate source information without interrupting the flow of the paper. Usually parenthetical citations are placed at the end of a sentence, but they may be placed in the middle (see example 6). The academic world takes in-text documentation seriously. Inaccurate documentation is as serious as having no documentation at all.

Rules for Using In-Text Documentation

1. Use the author's last name and give the page number in parentheses. Do not use “page” or abbreviations for page, just write the number. In most cases, you will be citing one or two pages, leading your reader to a specific piece of information. Allow one space before the parentheses but none after it if a period follows.

EX: Arthur Miller's *The Crucible* “forces a revolution in our perception and definition of reality” (Martin 73).

2. If you are using more than one book by the same author, give the last name, comma, the title, and the page.
 EX: Animal imagery conveys the primitive, uncontrolled rage that the peasants feel. One person “acquired a tigerish smear about the mouth” (Dickens, *Tale of Two Cities* 33-34).
3. There is a relationship between your writing and how you compose your in-text documentation. If you identify the author and title in the text, you do not need to repeat that information. Simply present the page number in your citation.
 EX: In *Understanding Why the Caged Bird Sings*, Megna-Wallace notes that Angelou’s autobiography succeeds on two levels: “first, as a personal memoir . . . and second, as a representative narrative that exemplifies the struggle of many African American women against racial and sexual oppression” (10).
4. If there is no author, give the title and the page number.
 EX: A number of critics feel that Hemingway’s journalistic style continued to influence writers through the end of the 20th century (“Hemingway Chronicle” 5.)
5. If you are quoting a direct quotation from a secondary source, you must identify it as such.
 EX: According to Arthur Miller, “It was not only McCarthyism that moved me, it was as though the whole country had been born anew, without a memory even of certain elemental decencies” (qtd. in Budick 74).
6. If a quotation or information appears in the middle of your own idea, then insert the documentation immediately after the quotation.
 EX: Arthur’s Miller’s notion of a country “without memory of certain elemental decencies” (qtd. in Budick 74) resonates throughout *The Crucible*.
7. If the quoted material exceeds two lines in your text, use a comma or colon after the last word of text, indent and type the quotation without quotation marks. The parenthetical citation follows the punctuation at the end of the last sentence of the quote.
8. Web documents generally do not have fixed page numbers or any kind of section numbering. If your source lacks numbering, omit numbers from your in-text documentation and use only the main entry—author, or title, if there is no author—in parenthesis.
 Note: For a Web document, the page numbers of a printout should NOT be cited, because the pagination may vary in different printouts.
 EX: A recent CNN.com review noted that the book’s purpose was “to teach cultures that are both different from and similar to world status quo” (Allen).

Writing an Annotated Bibliography

By Owen Williams, University of Minnesota, Crookston Library

What is an annotated bibliography?

This is an organized list of sources (references cited), such as books, journals, newspapers, magazines, Web Pages, etc., each of which is followed by an annotation or description of each item.

Annotations may consist of all or part of the following items, depending on the assignment:

- a description of the content (focus) of the item
- a description of the usefulness of the item
- a discussion of any limitations that the item may have, e.g. grade level, timelines, etc.
- a description of what audience the item is intended for
- an evaluation of the methods (research) used in the item
- an evaluation of the reliability and bias of the item
- a discussion of the author's background
- a discussion of any conclusions the author(s) may have made
- your reaction to the item

What is the purpose of an annotated bibliography?

Depending on the assignment, the annotated bibliography may serve a number of purposes, including but not limited to:

- reviewing the literature on a particular subject
- illustrating the quality of research that you have done
- providing examples of the types of sources available
- explaining your use of the source
- describing other items on a topic that may be of interest to the reader
- exploring the subject for further research

HINT:
USE THE NOODLETOOLS ANNOTATION TOOL!

What does the annotated bibliography look like?

You write and arrange the bibliographic entries (citations) just as you would any other bibliography. Follow MLA style. Remember to be brief, include only directly significant information, and write in an efficient manner.

Ex.

Sewell, W. *Weaving a program: Literate programming in WEB*. New York: Van Nostrand Reinhold, 1989.

Sewell explains the code language within these pages including certain lines of code as examples. One useful idea that Sewell uses is to explain characters and how they work in the programming of a Web Page. He also goes through and describes how to make lists and a title section. This will be very useful because all Web Pages have a title section. This author also introduces Pascal, which I am not sure if I will include in my manual, but after I read more about it, I can decide whether this will be helpful to future users. This book will not be the basis of my manual but will add some key points that are described above.

Works Cited – MLA Format

The *MLA Handbook for Writers of Research Papers, Seventh Edition* (2009) provides several examples for documentation of print and nonprint sources using the MLA style. The following are examples of documentation of some of the most common sources cited in research papers at Penfield High School. Documentation of sources not listed here can be found in the *MLA Handbook* available in the library. Please ask Mr. Birkby or Mrs. Kois for additional assistance.

HINT:
USE NOODLETOOLS FOR PERFECTLY FORMATTED CITATIONS!

Citation Format for Books

Author's name(s). *Title of the book*. Place of Publication: Publisher, Copyright Date. Print.

One author:

Franke, Damon. *Modernist Heresies: British Literary History, 1883-1924*. Columbus: Ohio State UP, 2008. Print.

Two or three authors:

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 2nd ed. Chicago: U of Chicago P, 2003. Print.

More than three authors:

Quirk, Randolph, et al. *A Comprehensive Grammar of the English Language*. London: Longman, 1985. Print.

Corporate author:

National Research Council. *Beyond Six Billion: Forecasting the World's Population*. Washington: Natl. Acad., 2000. Print.

Anthology:

McRae, Murdo, ed. *The Literature of Science: Perspectives on Popular Science Writing*.

Athens: U of Georgia P, 1993.

Work in an anthology:

Allende, Isabel. "Toad's Mouth." Trans. Margaret Sayers Peden. *A Hammock beneath the*

Mangoes: Stories from Latin America. Ed. Thomas Colchie. New York: Plume, 1992.

83-88. Print.

Article in a reference book:

Allen, Anita L. "Privacy in Health Care." *Encyclopedia of Bioethics*. Ed. Stephen G. Post. 3rd

ed. Vol. 4. New York: Macmillan-Thomson, 2004. Print.

Citation Format for Articles in Print Periodicals

Scholarly Journal Article:

Author of article. "Article Title in Quotation Marks." *Publication Title* Volume. Issue

(Year of publication): Page numbers. Print.

Hernández-Reguant, Ariana. "Copyrighting Che: Art and Authorship under Cuban Late Social-

ism." *Public Culture* 16.1 (2004): 1-29. Print.

Newspaper Article:

Author of article. "Article Title in Quotation Marks." *Publication Title* Publication

Date: Section and Page Number. Print.

McKay, Peter A. "Stocks Feel the Dollar's Weight." *Wall Street Journal* 4 Dec. 2006: C1+.

Print.

Magazine Article:

Author of article. "Article Title in Quotation Marks." *Publication Title* Publication

Date: Page Number. Print.

Fallows, James. "The Early-Decision Racket." *Atlantic Monthly* Sept. 2001: 37-52. Print.

Editorial:

Author (if signed). "Title of Editorial in Quotation Marks." Editorial. *Publication Title*
Publication Date: Page Number. Print.

Gergen, David. "A Question of Values." Editorial. *US News and World Report* 11 Feb. 2002:
72. Print.

Citation Format for Miscellaneous Print & Nonprint Sources

Film, Video, DVD:

Title in Italics. Director. Other production information as appropriate. Distributor, Year of Release. Medium consulted.

It's a Wonderful Life. Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. RKO, 1946. Film.

If the medium consulted is not the original medium, include both the original year of release, the year of the release of the medium consulted and the medium consulted.

It's a Wonderful Life. Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. 1946. Republic, 2001. DVD.

Television or radio program:

"Title of the episode or segment, if appropriate, in quotation marks." *Title of the program or series*. Supplementary information (if any). Name of the network (if any). Call letters and city of the local station (if any). Broadcast date. Medium of reception (e.g., Radio, Television).

"Passion." By Stephen Sondheim. Dir. James Lapine. Perf. Donna Murphy, Jere Shea, and Marin Mazzie. *American Playhouse*. PBS. WNET, New York, 7 Mar. 1996. Television.

Digital File (MP3, JPEG, PDF, etc.):

Responsible person. "Title of File." *Source of File*. Distributor, Copyright Date. File format.

Hudson, Jennifer, perf. "And I Am Telling You I'm Not Going." *Dreamgirls: Music from the Motion Picture*. Sony BMG, 2006. MP3 file.

Delano, Jack. *At the Vermont State Fair*. 1941. Lib. of Cong., Washington. JPEG file.

American Council of Learned Societies. Commission on Cyberinfrastructure for the Humanities and Social Sciences. *Our Cultural Commonwealth*. New York: ACLS, 2006. PDF file.

Citation Format for Web Sources**Work cited only on the web:**

Name of responsible person or entity. Title of the work (italicized if the work is independent; in roman type and quotation marks if the work is part of a larger work).

Title of the Web site (italicized), if distinct from title of work. Version or edition used. Publisher or sponsor of the site. Date of publication (day, month, and year).

Medium of publication (Web). Date of access (day, month, and year).

Committee on Scholarly Editions. "Guidelines for Editors of Scholarly Editions." *Modern Language Association*. MLA, 25 Sept. 2007. Web. 15 May 2008.

"Maplewood, New Jersey." Map. *Google Maps*. Google, 15 May 2008. Web. 15 May 2008.

"Verb Tenses." Chart. *The OWL at Purdue*. Purdue U Online Writing Lab, 2001. Web. 15 May 2008.

Periodical Publication in an Online Database:

Author. "Article Title." *Original Source* Volume: Issue (Publication Date): page numbers. *Database name*. Database publisher. Web. Date of access.

PHS Library Database Examples

Biography in Context:

"Margaret Louisa Higgins Sanger." *Science and Its Times*, Vol. 6: 1900 - 1949. Gale Group, 2000. Reproduced in *Biography in Context*. 07 Mar 2011.

CQ Researcher:

Katel, Peter. "Vanishing Jobs." *CQ Researcher* 19.10 (2009): 225-248. *CQ Researcher Online*. CQ Press. 18 Mar. 2009.

EBSCOHost databases:

Robins, Jennifer. "The First Word: A Letter from the Publications Editor: A Look at the Sixth Edition of the APA Publication Manual." *Journal of Advanced Academics* 22.1 (2010): 5-7. *Professional Development Collection*. EBSCO. Web. 8 June 2010.

Literature Resource Center:

McCarthy, Paul. "John Steinbeck." *John Steinbeck*. Ungar, 1980. Rpt. in *Contemporary Literary Criticism*. Ed. Sharon R. Gunton. Vol. 21. Detroit: Gale Research, 1982. *Literature Resource Center*. Gale. Web. 18 Mar. 2009.

Opposing Viewpoints in Context:

Ashcroft, John. "The USA PATRIOT Act Provides the Security That Protects Americans' Liberty." *Current Controversies: Homeland Security*. Ed. Andrea C. Nakaya. San Diego: Greenhaven Press, 2005. *Opposing Viewpoints in Context*. Gale. 18 Mar. 2009.

SIRS Knowledge Source:

Kim, Victoria. "A Right for Students to Be Cruel Online?" *Los Angeles Times (Los Angeles, CA)*. 13 Dec 2009: A.1. *SIRS Researcher*. Web. 08 Jun 2010.

Student Resources in Context:

Redding, Saunders. "Hughes, Langston (1902-1967)." *Encyclopedia of World Biography*. Ed. Suzanne M. Bourgoïn. 2nd ed. Detroit: Gale Research, 1998. *Student Resource Centers in Context*. Gale. 8 June 2010.

Assessing Your Work

An important aspect of any project is evaluation. Your teacher evaluates your work throughout the research process and at the end of the project. You can assess your work as you move through the research process and then at the end before you hand in your work.

When evaluating research projects, that assessment has two aspects:

- Am I completing the task? Am I doing the assignment the way it is supposed to be done? (Assessing the product.)
- Am I being effective and efficient in the way I am doing the research? (Assessing the process)?

As you move through the research process, asking yourself the questions in Step 6 of the Big 6 on page 2 is one quick way to self-assess your work. Checklists and rubrics that can help you evaluate your work and your process are in the pages that follow, so that, by the time you turn it in, you'll know that you have completed the assignment and done your best work. Your teacher may also have a specific rubric for your assignment that you should consult before you complete your work.

Checklist for Research

Are you doing a thorough job researching? (You may ignore rows if you are certain they are not appropriate to your research.) Attach this form to the first draft of your project. Remember to list the most promising results you find in each area.



My thesis or question: _____

Did you use?	Best Result																								
Relevant reference books (to get a topic overview) <input type="checkbox"/> yes <input type="checkbox"/> no <i>Comments:</i> <div style="height: 100px; border: 1px solid black; margin-top: 5px;"></div>																									
The library catalog to search for books, videos, DVDs <input type="checkbox"/> yes <input type="checkbox"/> no <i>Comments:</i> <div style="height: 100px; border: 1px solid black; margin-top: 5px;"></div>																									
The library pathfinder for the project <input type="checkbox"/> yes <input type="checkbox"/> no <i>Comments:</i> <div style="height: 100px; border: 1px solid black; margin-top: 5px;"></div>																									
Subscription services for magazine, journal, newspaper, reference materials related to your topic. <input type="checkbox"/> yes <input type="checkbox"/> no Please check all used. <div style="margin-top: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse; text-align: left;"> <tr> <td style="padding: 2px 5px;">___ Academic OneFile</td> <td style="padding: 2px 5px;">___ Biography in Context</td> <td style="padding: 2px 5px;">___ Business & Co. RC</td> </tr> <tr> <td style="padding: 2px 5px;">___ CQ Researcher</td> <td style="padding: 2px 5px;">___ CQ Ency. Amer. Gov't.</td> <td style="padding: 2px 5px;">___ General OneFile</td> </tr> <tr> <td style="padding: 2px 5px;">___ Grolier Online</td> <td style="padding: 2px 5px;">___ Health RC Academic</td> <td style="padding: 2px 5px;">___ InfoTrac Custom Newspapers</td> </tr> <tr> <td style="padding: 2px 5px;">___ Literature RC</td> <td style="padding: 2px 5px;">___ MAS Ultra Online</td> <td style="padding: 2px 5px;">___ National Newspaper Index</td> </tr> <tr> <td style="padding: 2px 5px;">___ New York Newspapers</td> <td style="padding: 2px 5px;">___ NoveList Plus</td> <td style="padding: 2px 5px;">___ Opposing Viewpoints</td> </tr> <tr> <td style="padding: 2px 5px;">___ ProQuest</td> <td style="padding: 2px 5px;">___ Science in Context</td> <td style="padding: 2px 5px;">___ SIRS Knowledge Source</td> </tr> <tr> <td style="padding: 2px 5px;">___ Student Resources</td> <td style="padding: 2px 5px;">___ Twayne Authors</td> <td style="padding: 2px 5px;">___ US History in Context</td> </tr> <tr> <td style="padding: 2px 5px;">___ World History in Context</td> <td></td> <td></td> </tr> </table> </div> <div style="margin-top: 10px;"> Other _____ <i>Comments:</i> <div style="height: 100px; border: 1px solid black; margin-top: 5px;"></div> </div>	___ Academic OneFile	___ Biography in Context	___ Business & Co. RC	___ CQ Researcher	___ CQ Ency. Amer. Gov't.	___ General OneFile	___ Grolier Online	___ Health RC Academic	___ InfoTrac Custom Newspapers	___ Literature RC	___ MAS Ultra Online	___ National Newspaper Index	___ New York Newspapers	___ NoveList Plus	___ Opposing Viewpoints	___ ProQuest	___ Science in Context	___ SIRS Knowledge Source	___ Student Resources	___ Twayne Authors	___ US History in Context	___ World History in Context			
___ Academic OneFile	___ Biography in Context	___ Business & Co. RC																							
___ CQ Researcher	___ CQ Ency. Amer. Gov't.	___ General OneFile																							
___ Grolier Online	___ Health RC Academic	___ InfoTrac Custom Newspapers																							
___ Literature RC	___ MAS Ultra Online	___ National Newspaper Index																							
___ New York Newspapers	___ NoveList Plus	___ Opposing Viewpoints																							
___ ProQuest	___ Science in Context	___ SIRS Knowledge Source																							
___ Student Resources	___ Twayne Authors	___ US History in Context																							
___ World History in Context																									

<p>A variety of subject directories, search engines, web-based databases? Which? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>Please list.</p> <p>_____</p> <p>_____</p> <p><i>Comments:</i></p>	
<p>What were your best search terms and strategies? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>_____</p> <p><i>Comments:</i></p>	
<p>Bibliographies of the books and articles you already had to find new leads <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p><i>Comments:</i></p>	
<p>Interviews? Experts, organizations, associations via e-mail? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p><i>Comments:</i></p>	
<p>Primary sources (speeches, documents, legislation, letters, songs, photographs, surveys, statistics, polls). <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p><i>Comments:</i></p>	
<p>Perspective, advice, and feedback from the teacher-librarian, classroom teacher, other adult? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p><i>Comments:</i></p>	

Name: _____ Date: _____ Class: _____

Comments of Teacher/Librarian:

Research Writing Checklist

Format of Paper:

- ✓ ☐ Double space entire paper, including quotations and Works Cited page
- ✓ ☐ Leave one inch margins at top, bottom, and sides of text
- ✓ ☐ Indent paragraphs five spaces and indent block quotes ten spaces from left margin
- ✓ ☐ Do not include a separate title page
- ✓ ☐ Type heading one inch from top of first page flush with left margin
- ✓ ☐ Type heading on separate lines including your name, your instructor's name, the course name, and date
- ✓ ☐ Center title for paper double-spaced after heading
- ✓ ☐ Type your last name and page number one-half inch from top of each page (including page 1 and Works Cited Page) and flush with right margin
- ✓ ☐ Type entire paper in 12 point font
- ✓ ☐ Space twice after periods

Use of Quotations:

- ✓ ☐ Keep all quotations as brief as possible. Do not use block quotes for short papers
- ✓ ☐ Do not overquote
- ✓ ☐ Introduce block quotes (quotes longer than 4 lines) with a colon, double spacing, and indentation of 10 spaces, without adding quotation marks
- ✓ ☐ Provide a transition into quote
- ✓ ☐ Integrate partial quotes smoothly into sentences for flow and grammatical correctness
- ✓ ☐ Use an ellipsis (. . .) to indicate that you are omitting portions of the original quote

Documentation within Text:

- ✓ ☐ Parenthetically document every fact, statistic or quote in your paper
- ✓ ☐ Include the author's last name and page number in parenthesis with no comma between (Internet and online data base sources may not provide page number)
- ✓ ☐ Include title of source if no author's name is provided
- ✓ ☐ Include only the page number when the author's name is mentioned in the text
- ✓ ☐ Place parenthetical documentation at the end of the sentence
- ✓ ☐ Place end punctuation for the sentence after the parenthesis
- ✓ ☐ Parenthetically document only the last fact when a series of consecutive facts come from the same page of one source
- ✓ ☐ When documenting two or more works by same author, include: author's last name, comma after the name, a shortened version of the title punctuated appropriately, and page number
- ✓ ☐ Include every source that is parenthetically documented on the Works Cited page

Works Cited:

- ✓ ☐ Double space the Works Cited page
- ✓ ☐ Alphabetize by author's last name; if no author, alphabetize by title
- ✓ ☐ Indent five spaces for the second and succeeding lines of each entry
- ✓ ☐ Indicate multiple sources by the same author with three hyphens followed by a period
- ✓ ☐ Include your name and the page number in upper right corner of page
- ✓ ☐ Center Works Cited one inch from top of page; do not bold or underline
- ✓ ☐ Include every source cited earlier in parenthetical documentation of text

Rubric for a Research Project

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Use this to Assess the Research & Writing Process

Student Name(s) _____ Teacher _____ Class _____ Final Grade _____

	Thesis/Problem/ Question	Information Seeking/Selecting and Evaluating	Analysis	Synthesis	Documentation	Product/Process
4	Student(s) posed a thoughtful, creative question that engaged them in challenging or provocative research. The question breaks new ground or contributes to knowledge in a focused, specific area.	Student(s) gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced, and include key readings relating to the thesis or problem. Primary sources were included (if appropriate).	Student(s) carefully analyzed the information collected and drew logical and inventive conclusions supported by evidence. Voice of the student writer is evident.	Student(s) developed appropriate structure for communicating the product, incorporating a variety of quality sources. Information is logically and creatively organized with smooth transitions.	Student(s) documented all sources, including visuals, sounds, and animations. Sources are properly cited, both in-text/in-product and on Works Cited/Works Consulted pages/slides. Documentation is error-free.	Student(s) effectively and creatively used appropriate communication tools to convey their conclusions and demonstrated thorough, effective research techniques. Product displays creativity and originality.
3	Student(s) posed a focused question involving them in challenging research.	Student(s) gathered information from a variety of relevant sources—print and electronic.	Student(s)' product shows good effort was made in analyzing the evidence collected. Student writer's voice is heard.	Student(s) logically organized the product and made good connections among ideas.	Student(s) documented sources with some care. Sources are cited, both in-text/in-product and on Works Cited/Works Consulted pages/slides. Work includes few errors.	Student(s) effectively communicated the results of research to the audience.
2	Student(s) constructed a "so what" or "who cares" question that lends itself to readily available answers.	Student(s) gathered information from a limited range of sources and displayed minimal effort in selecting quality resources. Research has "holes."	Student(s)' conclusions could be supported by stronger evidence. Level of analysis could have been deeper. Where is the student writer's voice?	Student(s) could have put greater effort into organizing the product.	Student(s) need to use greater care in documenting sources. Documentation was poorly constructed or absent.	Student(s) need to work on communicating more effectively.
1	Student(s) developed a question requiring little creative thought.	Student(s) gathered information that lacked relevance, quality, depth, and balance. Research has significant "holes."	Student(s)' conclusions involved simply restating information. Conclusions not supported by evidence. Where is the student writer's voice?	Student work is not logically or effectively structured. No transitions were made among ideas.	Student(s) clearly plagiarized materials.	Student(s) showed little evidence of thoughtful research. Product does not effectively communicate research findings.
Teacher/ Librarian Comments	Points: _____	Points: _____	Points: _____	Points: _____	Points: _____	Points: _____

PHS English Dept. Research Paper Rubric

Use this to assess your writing.

	4	3	2	1
<p align="center">Meaning</p> <p><i>The extent to which the response exhibits sound understanding, interpretation and analysis of evidence as it relates to the task</i></p>	<p>Presents a forceful, precise, and interesting thesis statement (10th & 11th must be arguable)</p> <p>Addresses the task thoroughly and effectively</p> <p>Shows in-depth understanding, interpretation & analysis of sources</p> <p>Makes insightful and explicit connections through synthesis of information from diverse sources</p>	<p>Presents a clear thesis statement</p> <p>Addresses the task effectively</p> <p>Shows complete understanding, interpretation, and analysis of sources</p> <p>Makes clear and explicit connections through synthesis of information from diverse sources</p>	<p>Presents an implicit or confusing thesis</p> <p>Addresses the task partially or minimally</p> <p>Shows basic or confused understanding, interpretation, and analysis of sources</p> <p>Makes few superficial, or implicit connections through synthesis of information from sources</p>	<p>Presents no thesis statement</p> <p>Fails to address the task</p> <p>Shows no understanding, interpretation, or analysis of sources</p> <p>Makes no connection between sources and task</p>
<p align="center">Development</p> <p><i>The extent to which ideas are elaborated using specific and relevant evidence from a variety of sources</i></p>	<p>Uses a variety of appropriate sources</p> <p>Uses substantive and insightful points that connect to the thesis</p> <p>Uses a wide range of relevant and thought provoking evidence (including direct and indirect quotes)</p>	<p>Uses a variety of sources</p> <p>Uses appropriate and valid points that connect to thesis</p> <p>Uses appropriate evidence (including direct and indirect quotes)</p>	<p>Uses few sources with limited variety</p> <p>Uses vague or implicit points that may not connect to thesis</p> <p>Uses limited or irrelevant evidence</p>	<p>Uses no sources</p> <p>Uses no points relevant to thesis</p> <p>Uses no supportive evidence</p>

	4	3	2	1
Organization <i>The extent to which response exhibits direction, sequence, and coherence</i>	<p>Demonstrates a logical and coherent sequence of ideas</p> <p>Skillfully uses a variety of appropriate transitions between sentences and paragraphs</p>	<p>Demonstrates a logical and appropriate sequence of ideas</p> <p>Uses transitions between sentences and paragraphs</p>	<p>Demonstrates an unclear or inconsistent sequence of ideas</p> <p>Uses few or inappropriate transitions between sentences and paragraphs</p>	<p>Demonstrates no logical sequence of ideas</p> <p>Uses no transitions between sentences and paragraphs</p>
Language Use / Style <i>The extent to which the response demonstrates meaningful and precise word choice, sentence structure and style</i>	<p>Uses engaging academic voice</p> <p>Uses precise and vivid word choice</p> <p>Uses varied and engaging sentence structure and length</p>	<p>Uses appropriate academic voice</p> <p>Uses appropriate word choice</p> <p>Uses varied sentence structure and length</p>	<p>Uses inconsistencies in academic voice</p> <p>Uses vague or misleading word choice</p> <p>Uses little variety or confusing sentence structure and length</p>	<p>Uses informal voice for academic paper</p> <p>Uses vague and inaccurate word choice</p> <p>Uses no variation in sentence structure or length</p>
Conventions <i>The extent to which the response demonstrates an understanding of the conventions of standard written English and MLA style / format</i>	<p>Demonstrates control of conventions with essentially no errors</p> <p>Demonstrates control of MLA style / format with essentially no errors</p> <p>Demonstrates correct parenthetical documentation</p> <p>Demonstrates correct citation of sources on Bibliography or Works Cited page</p> <p>Demonstrates skillful and correct integration of full or partial quotations into paper</p>	<p>Demonstrates control of conventions with few errors</p> <p>Demonstrates control of MLA style / format with few errors</p> <p>Demonstrates occasional errors with parenthetical documentation</p> <p>Demonstrates occasional errors in citation of sources on Bibliography or Works Cited page</p> <p>Demonstrates correct integration of full or partial quotations into paper</p>	<p>Demonstrates limited control of conventions with frequent errors</p> <p>Demonstrates limited control of MLA style / format</p> <p>Demonstrates frequent errors with parenthetical documentation</p> <p>Demonstrates frequent errors in citation of sources on Bibliography or Works Cited page</p> <p>Demonstrates inconsistent or incorrect integration of full or partial quotations into paper</p>	<p>Fails to demonstrate the conventions of standard written English</p> <p>Fails to demonstrate MLA style / format</p> <p>Demonstrates no understanding of parenthetical documentation</p> <p>Demonstrates no understanding of Bibliography or Works Cited page</p> <p>Demonstrates no integration of quotes into paper</p>

Reflecting on the Research Process

On a separate sheet, please reflect on the challenges and successes you faced during the research process. Refer to each of the categories below, but focus on those issues that are most relevant to you.

Planning: Reflect on the process of focusing your research. What challenges did you encounter in developing a question, hypothesis, or thesis?

Gathering: Describe any problems or successes you had as you searched. Did any particular search strategies work well or disappoint you? Which databases and search engines worked well? What were the major barriers to your search for balanced and credible resources?

Organizing: How did you ensure that your information comprehensively addressed the question, hypothesis, or thesis? How and why did you modify your original question, hypothesis, or thesis? What strategies did you use to reorganize the information? Did these strategies lead you to connections, patterns, etc.? Discuss your thinking process as you decided how to structure the final product.

Synthesis: Describe your experiences reaching conclusions, culling and integrating information from the various sources you found, and finding your own voice as a writer regarding this assignment.

Documenting: Did any issues arise as you documented your sources both in-project and in your Works Cited/Works Consulted? Do you feel you ethically documented all your quotes, paraphrases, and summaries?

Evaluating: How would you describe your effort for this project? How effective was the product? What could you have done to improve your research next time around?

Student Self-Evaluation Checklist

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Name _____ Teacher _____ Course _____ Date _____

Please attach this sheet to your finished project.

1. Clearly state the hypothesis, question, or problem your research attempts to address or answer.

2. Write a three- to five-sentence abstract summarizing your research.

3. I have fulfilled all the requirements listed on the assignment sheet. ☐ Yes ☐ No
4. My thesis or question is adequately answered and supported by evidence ☐ Yes ☐ No
5. My evidence is logically organized. ☐ Yes ☐ No
6. My introduction and conclusion clearly explain my question/thesis. ☐ Yes ☐ No
7. I have carefully checked spelling, grammar, and punctuation. ☐ Yes ☐ No
8. My verb tense is consistent throughout. ☐ Yes ☐ No
9. I have varied sentence structure to make the text more readable. ☐ Yes ☐ No
10. My paragraphs have topic sentences. ☐ Yes ☐ No
11. Transitional sentences link my paragraphs. ☐ Yes ☐ No
12. I have effectively and responsibly quoted, paraphrased, and summarized
(All facts not commonly known are documented.) ☐ Yes ☐ No
13. My documentation is correctly formatted. ☐ Yes ☐ No
14. I have used a *balanced* and adequate number of relevant resources. ☐ Yes ☐ No
15. My project is neatly published and appealing to the reader. ☐ Yes ☐ No
16. I have chosen an effective method of presentation. ☐ Yes ☐ No
17. My own voice, as a writer, is clearly heard. ☐ Yes ☐ No
18. I have not plagiarized any of the material in this project.

Signature _____

Please list your comments about the research process on the back of this form.
What would you do differently next time?

Noodletools

Noodletools is a subscription, online product that allows you to link your sources, notes and outline in one convenient place. Because it is web-based, you can access your research 24/7. It provides automatic formatting of source information in MLA, APA, and Chicago/Turabian styles. You can keep track of what information you get from which source as well as manipulate your information using virtual note cards and note card stacks. If your teacher is using Noodletools, one of the librarians will provide instruction in how to set up your account and how to use the various functions of Noodletools to improve the quality of your research and your finished product.

On the pages that follow, you will find step-by-step instructions to use Noodletools in every step of the research process.

If you **have never used** Noddletools before, follow these instructions to set up your Noddletools account.

If you **have used** Noddletools before, see the directions on the next page.

Setting Up Your NoodleTools Account

Click the link to NoodleTools on the PHS Library Home Page or enter www.noddletools.com in your browser.

Create your personal folder.

The screenshot shows the NoodleTools login page. At the top is a navigation bar with links: Home, Software Tools, Blog, Teacher Resources, About Us, and Current Users Sign In. On the left is an 'Access' menu with links: Sign In, New User Registration, Retrieve Last Password, Account Administration, and Help. The main content area is titled 'Register or Sign In' and includes a welcome message for 'Penfield High School user'. It features a 'Create a Personal ID' button, which is highlighted by a blue arrow from instruction 1. Below this is a section for users who already have a Personal ID, with fields for 'Personal ID' and 'Password', and a 'Remember me' checkbox.

1. On the login screen, click Create a Personal ID.

The screenshot shows the 'New User Registration' page for 'Penfield Central School District'. It includes a 'Sign In' link in the top right. The main content area has a 'New User Registration' section with a message about logging in. Below this are two input fields: 'School/Library Username: penfieldhs' and 'School/Library Password:'. A red arrow from instruction 2 points to the username field, and a green arrow points to the password field. A 'Sign In' button is located below the password field. At the bottom, there are links for 'Privacy Policy' and 'Terms of Service'.

2. Enter the school/library Username (**penfieldhs**) and password (**patriots**).

3. Click "Sign In."

The screenshot shows the 'New User Registration' page, specifically the 'About You' section. It has a 'Sign In' link in the top right. The main content area has a 'New User Registration' section with a message about logging in. Below this are two input fields: 'School/Library Username: penfieldhs' and 'School/Library Password:'. A red arrow from instruction 2 points to the username field, and a green arrow points to the password field. A 'Sign In' button is located below the password field. At the bottom, there are links for 'Privacy Policy' and 'Terms of Service'.

4. On the New User Registration screen, don't change the default selection under "About You."

5. Select the year you expect to graduate from PHS.

6. Under Choose a Personal ID, *use the same username you use to log onto the school's network (12jsmith)* as your personal ID and a password that you will remember. Click the "Check Availability" button to see whether or not the personal ID you have selected is available. If you have selected a personal ID that is already in use, try using the first 2 letters of your first name and then your last name (12josmith). The password is not case-sensitive and must be 4 or more characters long. Do not share this password with your classmates.

7. Finally, under Easy Login Retrieval, enter your initials and, where it says "phone," enter the **last** four digits of your student number. This is used to identify you if you lose your password or if we need it to locate your account.

8. Click the Register button.

If you have any problems, see Mr. Birkby or Mrs. Kois.

If you have used Noodletools before, follow these instructions.

If you have never used Noodletools before, see the directions on the previous page.

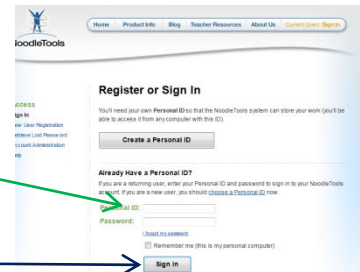
Revalidating Your Noodletools Account

Click the link to NoodleTools on the PHS Library Home Page or enter www.noodletools.com in your browser.



1. Click "Sign In"

2. Enter your Personal ID (your network user name) and your Noodletools password.



3. If you have forgot your password, click on "I forgot my password." Follow the instructions for retrieving your password.

Once you have logged into your NoodleTools account, use the following instructions:

Revalidate Personal Folder

The login you entered is correct, but it is time to revalidate your personal folder. Please log in to your school or library subscription below to revalidate your personal folder.

You have until Monday, September 6th, 2010 to revalidate your account

If you aren't sure what the current login is, click the "Skip Revalidation For Now" button and then check with a teacher or school librarian before that date.

Note: If your school/library does not use a username/password for access, you may be required to log in once from on-campus in order to revalidate your account.

Test School

School/Library Username:

School/Library Password:

Enter the school/library Username (**penfieldhs**) and password (**patriots**).

Click "Sign In."

Check your profile to make sure all the information is correct.

Once your account is revalidated, you can log out.

If you have any problems, see Mr. Birkby or Mrs. Kois.

Using Your Dashboard

When you click on a project's description to open it from the **My Projects** screen, the **Dashboard** opens.

The Dashboard provides:

A place for you to write a **research question** and **thesis statement**.

Created and modified dates for the project.

Information about the **assignment drop boxes** and teachers that the project is shared with (and a link to share it with additional drop boxes).

Teacher-selected **relevant links** (which could be a calendar, an assignment sheet, a pathfinder, blog, wiki, etc.). These links will appear for the student if (a) the student has shared the project and (b) the teacher has associated links to the drop box (via the **Sharing Setup** screen).

- Navigation links and status information about the **project components** (bibliography, notecards, outline and the paper). The number of citations and notecards are displayed.
- A student-created **to-do list** to keep track of tasks, assignments and milestones.
- Teacher or librarian's **general observations**, as well as specific **comments** linked back to the specific bibliography entry or notecard.

Depending on the complexity and requirements of the assignment, you may or may not use all of the Dashboard components.

Research question and thesis statement: After you have done some initial investigation and focused your research topic, express the topic in the form of a **research question**.

Example: "How should we manage e-waste?"

Then formulate a **thesis statement** that answers the question. This sentence states your main idea precisely and succinctly. Your thesis will guide your extraction of evidence and ideas for your notes, the structure of your outline, and your final presentation.

Example: "We need a multinational solution to e-waste management because developed countries won't regulate their booming electronics industries and third-world countries won't regulate lucrative metals extraction industries in spite of health and environmental problems for their people."

On the Dashboard screen, click the "[Click to Edit]" text to edit these fields (the text editor will open in place – click outside of the edit field to save what you have written).

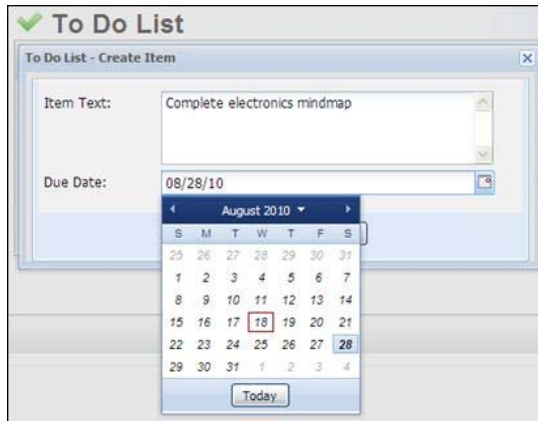
Sharing: Your project may be shared with one or more assignment drop boxes. Information about these drop boxes appear in the Sharing area of the Dashboard.

Links: If teachers add resource links to an assignment drop box, those links will show up in the Links area.

Student Collaboration: If you are working together with classmates on a project, information about which students have access to which components of the project appear in the Student Collaboration area of the Dashboard.

Components: The components area provides navigation links to the bibliography, notecards/outline, and Google Docs paper. In addition, the number of citations and notecards created are displayed.

To-do list: Add to-do list items by clicking the green **Add to-do item** (+) button. Then fill in the description of the to-do item and select a due date for the item by clicking on the calendar button and choosing the date from the calendar popup.



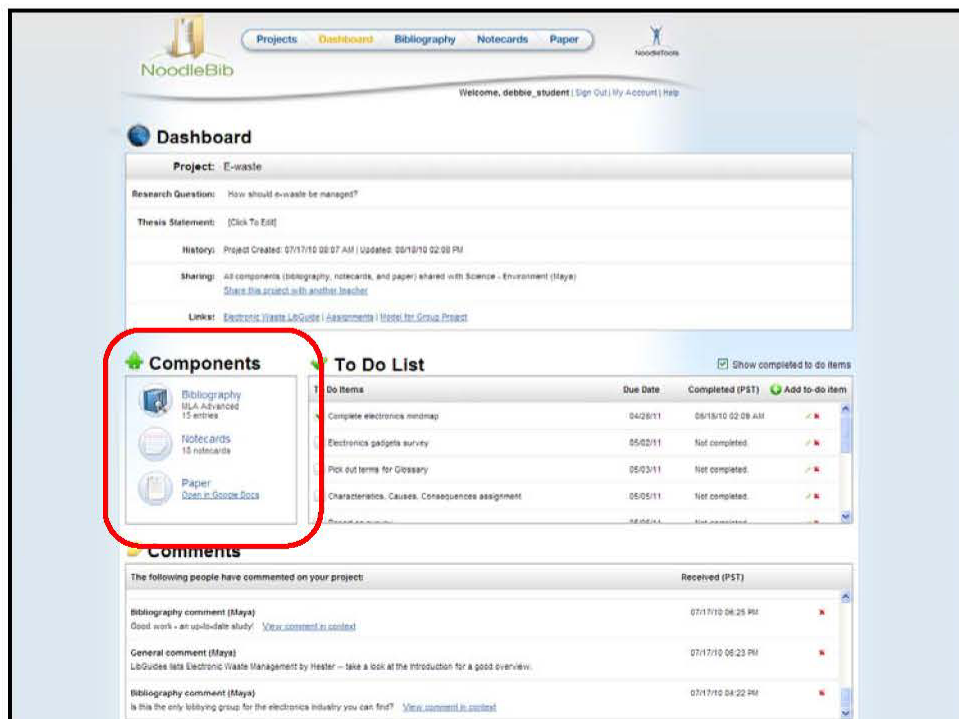
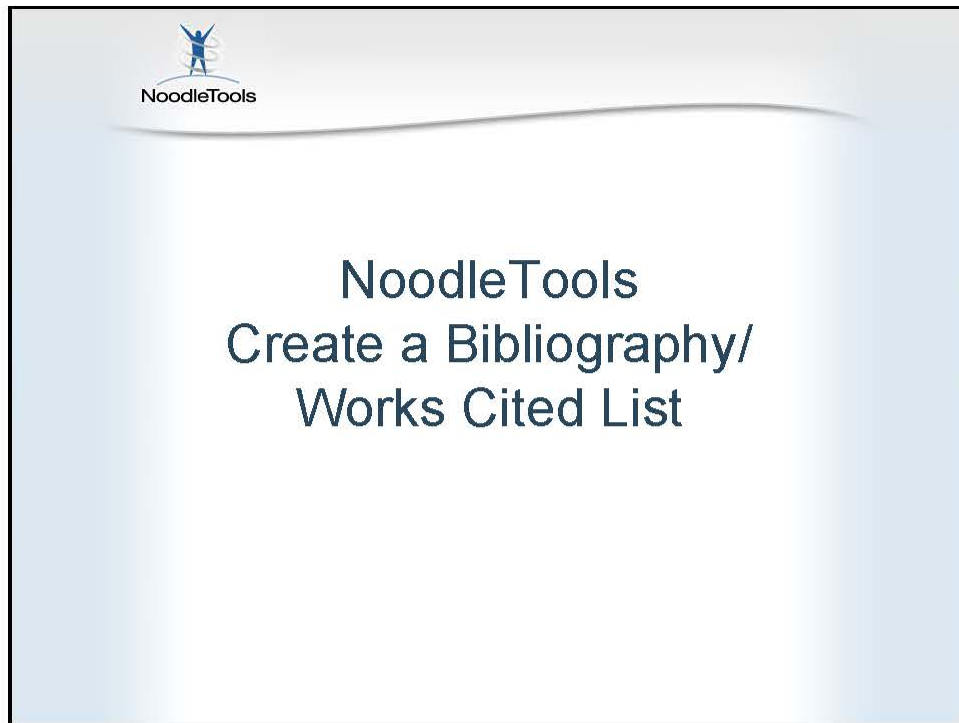
When a to-do item on the list is completed, mark the box next to the item. A green checkmark will fill the checkbox, and the completion date will be auto-filled for you. You may also uncheck a to-do list item if you have made a mistake or have further work to do.

To edit an existing to-do item, click the pencil (✎) icon on the right side of the item. To delete the item, click the red delete (✖) icon.

Comments: Any citation, notecard, or general comments added by teachers to the project will display in the **Comments** area, with the most recent comment at the top. If a comment is specific to a citation or notecard, a “view comment in context” link at the end of the comment will be displayed. Clicking this link will open the **Bibliography** screen and scroll the page down to place the comment in view. New comments are displayed with a **NEW** icon. Comments are not considered “read” when you view them on the **Dashboard** – only when the comments are viewed on the **Bibliography** or **Notecards** screens.

If you have made the changes suggested in the comment and wish to delete it, click the red delete (✖) icon next to the comment. Note: This only deletes the comment in your view – the teacher that wrote the comment will still see it on her view of the **Bibliography** screen, along with a note that you have deleted it.

Creating a Works Cited List



MLA Works Cited

Project: Frog Decline
Style: MLA Advanced
Collaborators: 3

Cite as: **Commonly Cited** Create Citation

**Choose the best match
From the drop-down menu**

Sort: Alphabetic

Records not linked to a citation | Show notecards that have comments

Notecard	Source (Dictionary, Encyclopedia, etc.)	Records	Comments
Book	Book		
Journal	Journal		
Magazine	Magazine		
Newspaper	Newspaper		
Reference Source (Dictionary, Encyclopedia, etc.)	Reference Source (Dictionary, Encyclopedia, etc.)		
Web Site	Web Site		
Periodicals	Periodicals		
Conference Proceedings	Conference Proceedings		
Journal	Journal		
Magazine	Magazine		
Newsletter	Newsletter		
Newspaper	Newspaper		
Nonperiodicals	Nonperiodicals		
Anthology/Collection (Poems, Stories, etc.)	Anthology/Collection (Poems, Stories, etc.)		
Bible	Bible		
Book	Book		
Conference Proceedings	Conference Proceedings		
Journal Article	Buck, Julia C., et al. "Effects of Multiple Stressors on Wetland Communities: Pesticides, Pathogens and Competing Amphibians." <i>Freshwater Biology</i> 57.1 (2012): 61-73. Print.	1 Show New	arogers (Amy Rogers) Edit Copy Delete In-text reference Have a question?
Web Site	"Chytrid Fungus." <i>Amphibian Ark</i> . AArk. 2012. Web. 24 May 2012. < http://www.amphibianark.org/the-crisis/chytrid-fungus/ >.	1 Show New	arogers (Amy Rogers) Edit Copy Delete In-text reference Have a question?
Web Site	"The Common Frog (Rana Temporaria)." <i>Irish Peatland Conservation Council</i> . Irish Peatland Conservation Council. 2007. Web. 24 May 2012. < http://www.ipcc.ie/info/frogs.html >.	1 Show New	arogers (Amy Rogers) Edit Copy Delete In-text reference Have a question?
Anthology/Collection	Crump, Martha L. "Why Are Some Species in Decline but Others Not?" <i>Amphibian Declines: The Conservation Status of United States Species</i> . Ed. Michael Lannoo. Los Angeles: UICP. 2005. 7-9. Print.	1 Show New	arogers (Amy Rogers) Edit Copy Delete In-text reference Have a question?
Web Site	"Fewer Leaves" behind Frog Demise." <i>BBC News</i> . BBC. 17 Apr. 2007. Web. 24 May 2012. < http://news.bbc.co.uk/2/hi/science/nature/6564329.stm >.	0 New	arogers (Amy Rogers) Edit Copy Delete In-text reference Have a question?
Web Site	"Frog Chytrid Fungus." <i>Environment & Heritage</i> . NSW Government. 15 Apr. 2011. Web. 24 May 2012. < http://www.environment.nsw.gov.au/animals/FrogChytridFungus.htm >.	0 New	arogers (Amy Rogers) Edit Copy Delete In-text reference Have a question?

NoodleTools

Welcome, glorky! [Sign Out](#) | [My Account](#) | [Help](#)

Journal

Continue Cancel

SHOW ME...

- What it looks like
- How to evaluate it
- How to cite it

SourceCheck

If your source is not a journal, it might be...

Magazine
General interest articles? Eye-catching pictures? Colorful design elements and fonts? Ads? Need [help](#) deciding?

Web Site
Extra, nonperiodical content on the journal's web site.

Continue Cancel

Chapter or Section

Book Change to: Select...

Contributors:

Role	First name	Middle name	Last name or group	Suffix
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

*** Title of book or multivolume work:**

Title of volume in multivolume set (if individually titled):

Publisher: Publication city:

Year:

Edition:

Series name: Series number:

Annotation Annotation (What is an annotation?)

Contributors
Add names and roles in the same order shown in the source. Use suffixes like *Jr.* and *II* but omit *PhD* and *Sir*. [Advanced help](#).

Title of book or multivolume work
Capitalize the first letter of the first word, last word, subtitle, and all principal words. Help with subtitles.

Publisher
Shorten and abbreviate the publisher's name when possible. Help with imprints.

Series name
The series name would appear on the title or preceding (half-title) page. Abbreviate the word *Series* as *Ser.* in the name.

Citing: from: Submit Cancel MLA Guide

Quick cite: [Tweak this citation manually](#)

Print Web Site Database Digital File Microform

Article Change to: Select

Article authors:

Role	First name	Middle name	Last name or group	Suffix
	Author	Julia	C	Book
	Author	Erin	A	Schreiersele
	Author	Rick	A	Relyea
	Author	Andrew	R	Blountstein

[Add another contributor](#)

Article title: ☐ Citing an abstract

English translation of article's title:

Pages: ☐ Not consecutive
Start End

Journal Change to: Select

* Name of journal: Citing a reprint in an anthology?

Volume: Issue: Year:

Series:

Copy-and-paste to avoid spelling errors

MLA Guide

Role	First name	Middle name	Last name or group	Suffix
Author	Julia	C	Buck	
Author	Erin	A	Scheelessele	
Author	Rick	A	Relyea	
Author	Andrew	R	Bleustein	

+ Add another contributor

Article title:
Effects of Multiple Stressors on Wetland Communities: I

English translation of article's title:

Pages:
Start: 61 End: 73 Not consecutive

Journal

Name of journal:
Freshwater biology

Volume: 57 Issue: 1 Year: 2012

Series:

Advanced (Periodicals)

Annotation

Annotation [What is an annotation?]:

Correct errors on the fly!

Suggestions:
The first letter of the word "biology" should most likely be capitalized.

Formatting Guide: Newspaper (Print)

Author(s): Article Title * Title of Newspaper [City] Publication Date, Edition ed. Pages. Print

Welcome, arogers | Sign Out | My Account | Help

Citing: Article

Quick cite: Copy & paste a citation

Print Web Site Database Digital File Microform

Article

Article author

Role	First name	Middle name	Last name or group	Suffix
Author				

+ Add another contributor

Article title:
Economic

English translation of article's title:

Section: Pages: Start End Not consecutive

Newspaper

Name of newspaper:

City of publication:

Publication date:

Part

Whole

Watch the citation "build" as you type

NoodleTools

Can change both type of source and format

Copy and paste a citation!

Quick cite:

Quick cite: [Copy & paste a citation](#)

Print Web Site Database Digital File Microform

Article

Article authors:

Role	First name	Middle name	Last name or group	Suffix
Author	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

+ Add another contributor

Article title:

Pages:

Start End ☐ Not consecutive

Journal

* Name of journal:

Volume: Issue: Year:

NoodleTools

Use WorldCat for Books

Enter ISBN from back cover or verso.

Citing:

Quick cite: [Copy & paste a citation](#) Import:

Print Web Site Database eBook File Microform

Chapter or Section

Book

Contributors:

Role	First name	Middle name	Last name or group	Suffix
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

+ Add another contributor

* Title of book or multivolume work:

Title of volume in multivolume set (if individually titled): Volume: Total # volumes:

Welcome, pbirkby | Sign Out | My Account | Help

Import from WorldCat

ISBN:


OR

Title:

Author/Editor:

Limit by Pub. Year: ☐ Include Foreign

Search Results

Cover	Title	Contributor(s)	Publication	Edition
	Ukraine View in: WorldCat Amazon	Steven Otfinoski	City: New York, Publisher: Facts On File, Year: 2005	2

Be sure it is the correct book, then click "Import"

Import from WorldCat

Details imported from WorldCat are displayed here. We've auto-corrected some of the data for the citation style you are using, but **review each field here carefully**. Check the contributors' roles, capitalization of the title, and completeness.

Title: [View in: WorldCat](#)

Publisher:


City: State/Country:

Year: Edition:

Contributor(s)

Role	First name	Middle name	Last name or group	Suffix	Include
Author	Steven		Otfinoski		<input checked="" type="checkbox"/>

Then scroll down to the bottom of the screen that follows and click "Submit."



List Analysis

Basic Statistics

Style: MLA

Total # citations: 18

Total # notecards: 29 (29 associated with entries in the source list)

Notecard content: quotation: 29, paraphrase: 29, my ideas: 29

Medium

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Medium	Count
Print	4
Online	14
Other	0

Type

0 1 2 3 4 5 6 7 8 9 10 11 12

Type	Count
Periodical	8
Nonperiodical	2
Audiovisual	1
Web Sites, e-Sources	7

Currency

Analyze your list

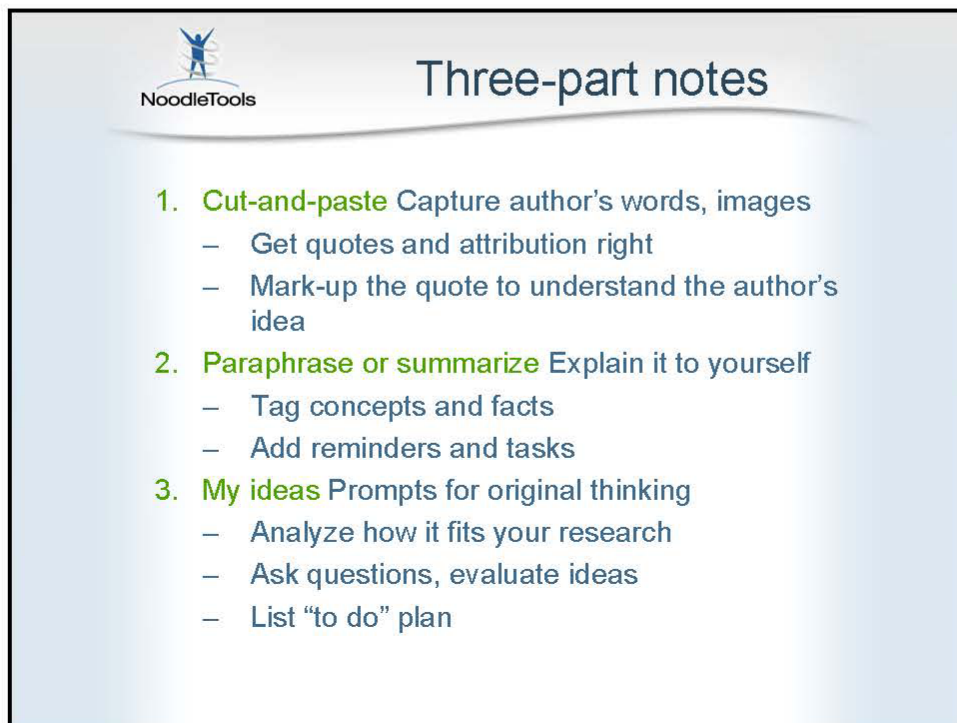
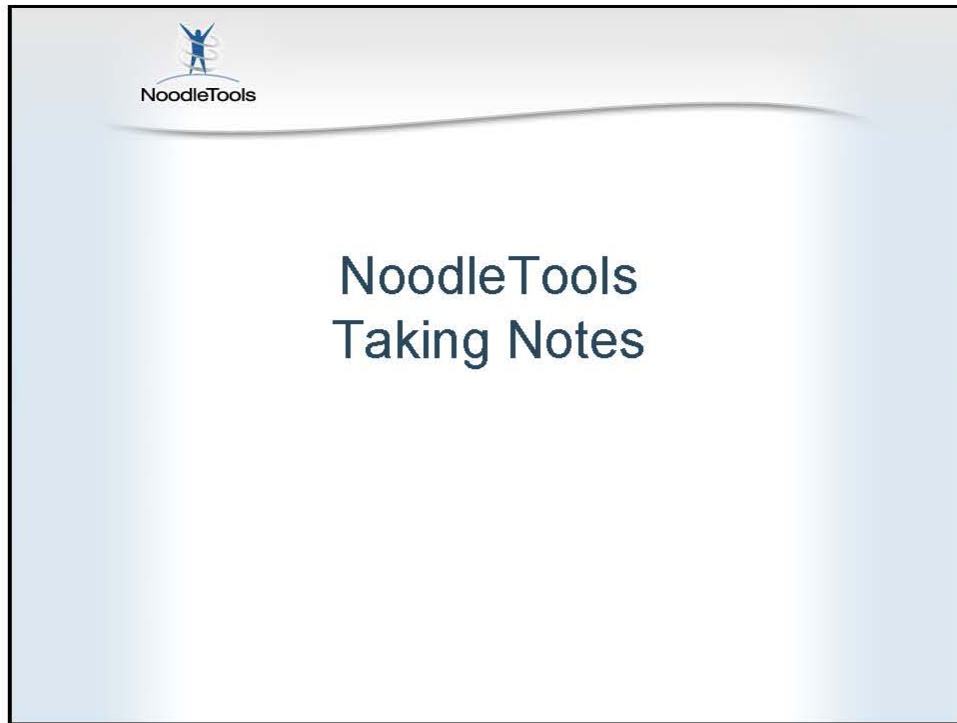
"Have I gathered **enough** information and met the requirements?"

"Is this the **right balance** of print and online sources for my research?"

"Did I make **full use** of the resources available to me?"

"Is currency important because I am reporting on a **time-sensitive** issue or evolving topic?"

Taking Notes

A presentation slide with a light blue background and a white wavy line. In the top left corner is the NoodleTools logo. The title "Three-part notes" is centered in a dark blue font. Below the title is a numbered list of three items, each with a green header and a description, followed by a bulleted list of sub-points.

1. **Cut-and-paste** Capture author's words, images
 - Get quotes and attribution right
 - Mark-up the quote to understand the author's idea
2. **Paraphrase or summarize** Explain it to yourself
 - Tag concepts and facts
 - Add reminders and tasks
3. **My ideas** Prompts for original thinking
 - Analyze how it fits your research
 - Ask questions, evaluate ideas
 - List "to do" plan

NoodleBib

Projects Dashboard Bibliography Notecards Paper

Welcome, debbie_student | Sign Out | My Account | Help

Dashboard

Project: E-waste

Research Questions: How should e-waste be managed?

Thesis Statement: [Click To Edit]

History: Project Created: 07/17/10 08:07 AM | Updated: 08/18/10 02:08 PM

Sharing: All components (Bibliography, notecards, and paper) shared with Science - Environment (Maya)
[Share this project with another teacher](#)

Links: [Electronic Waste LiGuide](#) | [Assignments](#) | [Project for Group Project](#)

Components

- Bibliography
MLA Advanced
15 entries
- Notecards
10 notecards
- Paper
[Open in Google Docs](#)

To Do List

☒ Show completed to do items

To Do Items	Due Date	Completed (PST)	Add to-do item
Complete electronics roadmap	04/26/11	08/18/10 02:08 AM	<input checked="" type="checkbox"/>
Electronics gadgets survey	05/02/11	Not completed	<input checked="" type="checkbox"/>
Pick out terms for Glossary	05/03/11	Not completed	<input checked="" type="checkbox"/>
Characteristics, Causes, Consequences assignment	05/05/11	Not completed	<input checked="" type="checkbox"/>

Comments

The following people have commented on your project:

	Received (PST)
Bibliography comment (Maya) Good work - an up-to-date study! View comment in context	07/17/10 08:28 PM
General comment (Maya) LiGuides into Electronic Waste Management by Heister - take a look at the Introduction for a good overview.	07/17/10 06:23 PM
Bibliography comment (Maya) Is this the only bibliography group for the electronics industry you can find? View comment in context	07/17/10 04:22 PM

Works Cited

List view shows notes

MLA Source List: Frog Decline
 Author: student (Joe Student)

Cite as: <Select a citation type> [Create Citation](#)

[Print](#) [Save As Word Doc](#) [Share](#) [Email](#) [Analysis](#)

Sort:

Media Type	Citation	Description	Notecards
Book	Elliott, Lang, H Carl Gerhardt, and Carlos Davidson. <i>The Frogs and Toads of North America: A Comprehensive Guide to Their Identification, Behavior, and Calls</i> . Boston: Houghton, 2009. Print.		0 New Edit Copy Delete Parenthetical Reference Have a Question?
Lecture, Speech, Address, or Reading Web link	Hemingway, Valentine. "Interannual Changes in the [Predictors of Habitat Use] Distribution of Amphibians [and Associated Threats in the Elkhorn Slough Estuary Region]." Elkhorn Slough Amphibian Summit. 2006. <i>YouTube</i> . Web. 23 July 2009. < http://video.google.com/videoplay?docid=-6546260326310422210&ei=VKNoSpuHBZu4QaQyZgh&q=frog+decline&hl=en&client=firefox-a >.		1 Show New Edit Copy Delete Parenthetical Reference Have a Question?
Web Site Web link	Holland, Jennifer. "The Vanishing." <i>National Geographic Magazine</i> . National Geographic Society, Apr. 2009. Web. 23 July 2009. < http://ngm.nationalgeographic.com/2009/04/amphibian/holland-text >.		1 Show New Edit Copy Delete Parenthetical Reference Have a Question?
Web Site Web link	Kerker, Rajendra P. "Decline in Population of Malabar Gliding Frogs." <i>The Times of India</i> . Times Internet, 27 June 2009. Web. 23 July 2009. < http://timesofindia.indiatimes.com/Cities/Goa/Decline-in-population-of-Malabar-gliding-frogs/articleshow/4708275.cms >.		1 Show New Edit Copy Delete Parenthetical Reference Have a Question?
Web Site Web link	Peplone, Julianne. "10 Studies That Revealed the Great Global Amphibian Die-Off—and Some Possible Solutions." <i>Discover Magazine</i> . Discover Media, 4 Nov. 2008. Web. 24 July 2009. < http://discovermagazine.com/2008/dec/04-10-studies-that-revealed-the-great-global-amphibian-die-off-and-some-possible-solutions >.		1 Show New Edit Copy Delete Parenthetical Reference Have a Question?
Weblog, Audio Blog or Video Blog Web link	[Pollock], Josh[ua]. "Western Leopard Frog." <i>Center for Native Ecosystems</i> . Center for Native Ecosystems, 10 Aug. 2006. Web. 23 July 2009. < http://nativeecosystems.org/species/amphibians/western-leopard-frog >.		0 New Edit Copy Delete Parenthetical Reference Have a Question?
Journal Web link	Wake, David B., and Vance T Vredenburg. "Are We in the Midst of the Sixth Mass Extinction? A View from the World of Amphibians." <i>PNAS</i> 105, supp. 1 (2008): 11466–11473. <i>National Academy of Sciences</i> . Web. 23 July 2009.		2 Show New Edit Copy Delete Parenthetical Reference Have a Question?

Done

NoodleBib

Projects Dashboard Bibliography Notecards Paper

Welcome, debbie_student | Sign Out | My Account | Help

Dashboard

Project: E-waste

Research Question: How should e-waste be managed?

Thesis Statement: [Click To Edit]

History: Project Created: 07/17/10 09:07 AM | Updated: 08/19/10 02:09 PM

Sharing: All components (bibliography, notecards, and paper) shared with Science - Environment (Maya)
[Share this project with another teacher](#)

Links: [Electronic Waste LG Guide](#) / [Assessment](#) / [Model for Group Project](#)

Components

- Bibliography**
15 entries
- Notecards**
15 notecards
- Paper**
[Open in Google Docs](#)

To Do List

☒ Show completed to do items

Do Items	Due Date	Completed (PST)	Add to-do item
Complete electronics mishap	04/26/11	06/16/10 02:09 AM	
Electronics gadgets survey	05/02/11	Not completed	
Put out terms for Glossary	05/03/11	Not completed	
Characteristics, Causes, Consequences assignment	05/05/11	Not completed	

Comments

The following people have commented on your project:

	Received (PST)
Bibliography comment (Maya) Good work - an up-to-date study! View comment in context	07/17/10 08:25 PM
General comment (Maya) LG Guide into Electronic Waste Management by reater - take a look at the introduction for a good overview.	07/17/10 08:23 PM
Bibliography comment (Maya) Is this the only lobbying group for the electronics industry you can find? View comment in context	07/17/10 04:22 PM

Works Cited

List view shows notes

MLA Source List: Frog Decline
 Author: student (Joe Student)

Cite as: <Select a citation type> ☒ Create Citation

Sort:

Media Type	Citation	Description	Notecards
<input type="checkbox"/> Book	Elliott, Lang, H Carl Gerhardt, and Carlos Davidson. <i>The Frogs and Toads of North America: A Comprehensive Guide to Their Identification, Behavior, and Calls</i> . Boston: Houghton, 2009. Print.		0 New
<input type="checkbox"/> Lecture, Speech, Address, or Reading	Hemingway, Valentine. "Interannual Changes in the [Predictors of Habitat Use] Distribution of Amphibians [and Associated Threats in the Elkhorn Slough Estuary Region]." Elkhorn Slough Amphibian Summit. 2006. <i>YouTube</i> . Web. 23 July 2009. < http://video.google.com/playlist?docid=6548280328310422210&ei=YKNoSpuHBZu4qACyZgh&q=frog+decline&hl=en&client=firefox-a >.		1 Show New
<input type="checkbox"/> Web Site	Holland, Jennifer. "The Vanishing." <i>National Geographic Magazine</i> . National Geographic Society, Apr. 2009. Web. 23 July 2009. < http://ngm.nationalgeographic.com/2009/04/amphibian/holland-text >.		1 Show New
<input type="checkbox"/> Web Site	Kerkar, Rajendra P. "Decline in Population of Malabar Gliding Frogs." <i>The Times of India</i> . Times Internet, 27 June 2009. Web. 23 July 2009. < http://timesofindia.indiatimes.com/Cities/Goa/Decline-in-population-of-Malabar-gliding-frogs/articleshow/4708275.cms >.		1 Show New
<input type="checkbox"/> Web Site	Peptone, Julianne. "10 Studies That Revealed the Great Global Amphibian Die-Off—and Some Possible Solutions." <i>Discover Magazine</i> . Discover Media, 4 Nov. 2009. Web. 24 July 2009. < http://discovermagazine.com/2008/dec/04-10-studies-that-revealed-the-great-global-amphibian-die-off-and-some-possible-solutions >.		1 Show New
<input type="checkbox"/> Weblog, Audio Blog or Video Blog	[Pollock], Josh[ua]. "Western Leopard Frog." <i>Center for Native Ecosystems</i> . Center for Native Ecosystems, 10 Aug. 2006. Web. 23 July 2009. < http://nativeecosystems.org/species/amphibians/western-leopard-frog >.		0 New
<input type="checkbox"/> Journal	Wake, David B., and Vance T Yredenburg. "Are We in the Midst of the Sixth Mass Extinction? A View from the World of Amphibians." <i>PNAS</i> 105 supp. 1 (2008): 11466–11473. <i>National Academy of Sciences</i> . Web. 23 July 2009.		2 Show New

Done

Edit Notecard

Pages: 11466

Tags: "predators" "climate change" "chytrid fungus" "extinction"

Existing Tags: Select a tag...

Direct Quotation

Paragraph Font family Font size B I U

(From the Abstract) Many scientists argue that we are either entering or in the midst of the **sixth great mass extinction**. Intense human pressure, both direct and indirect, is having profound effects on natural environments. The amphibians—frogs, salamanders, and caecilians—may be the only major group currently at risk globally. A detailed worldwide assessment and subsequent updates show that **one-third or more of the 6,300 species** are threatened with extinction. This trend is likely to **accelerate** because most amphibians occur in the tropics and have **small geographic ranges that make them susceptible to extinction**. The increasing pressure from **habitat destruction** and **climate change** is likely to have major impacts on narrowly adapted and distributed species. We show that salamanders on tropical mountains are particularly at risk. A new and significant threat to amphibians is a virulent, emerging **infectious disease, chytridiomycosis**, which appears to be globally distributed, and its effects may be exacerbated by **global warming**. This disease, which is caused by a **fungus** pathogen and implicated in serious declines and extinctions of **>200 species of amphibians**, poses the greatest threat to biodiversity of any known disease. Our data for frogs in the Sierra Nevada of California show that the fungus is having a devastating impact on native species, already weakened by the effects of **pollution** and **introduced predators**. A general message from amphibians is that we may have little time to stave off a potential mass extinction.

Save Cancel

Reread and color-code information

Highlight main ideas

Green for statistics

Red for problems

NoodleTools

Paraphrase

Paragraph Font family 4 (14pt) B I U

Mass extinction being compared to, eg., dinosaur extinction

Humans are main cause:

1. habitat destruction
2. climate change, global warming
3. disease - chytrid fungus
4. pollution
5. non-native predators

2100 species close to extinction

Save Cancel

Explain it to yourself*

***Use words that you understand**

NoodleTools

My Ideas

Interpret, evaluate and reflect on what you've just learned. Ask questions about what you don't understand. Identify what you want to know more about. List what you need to do next.

What do you think?

Just last year scientists warned of *decline* -- now saying *extinction*!!

What could have the biggest impact?

- Look over notes about solutions.
- E-mail reserve: info@elkhornslough.org
- Projects: [Amphibian Ark](#) website
- [Training](#) for volunteers

I wonder...?

"To do" next

Save Cancel

NoodleTools

Edit Notecard

Title
Mass extinction caused by humans

URL
http://www.pnas.org/content/105/suppl.1/11466.full

Pages
11466

Tags
"predators" "climate change" "cytrid fungus" "extinction"

Existing Tags

- australia
- brazil
- bullfrog
- bullfrog' monitoring
- california
- china
- climate change
- columbia
- congo
- cytrid fungus
- data
- deforestation
- extinction
- india
- madagascar

Add the main idea last

Add tags now...or later*

View link: Die-Off—and Some Possible Solutions. Discover magazine. Discover Media, 4 Nov. 2008. Web. 24 July 2009. <http://discovermagazine.com/2008/dec/04-10-studies-that-revealed-the-great-global-amphibian-die-off-and-some-possible-solutions>.

Weblog, Audio Blog or Video Blog: [Pollock], Josh[ua]. "Western Leopard Frog." Center for Native Ecosystems. Center for Native Ecosystems, 10 Aug. 2008. Web. 23 July 2009. <http://nativeecosystems.org/species/amphibians/western-leopard-frog>.

Journal: Wake, David B., and Vance T. Vredenburg. "Are We in the Midst of the Sixth Mass Extinction? A View from the World of Amphibians." *PNAS* 105, supp. 1 (2008): 11466–11473. *National Academy of Sciences*. Web. 23 July 2009. <http://www.pnas.org/content/105/suppl.1/11466.full.pdf+html>.

You can always go back to the source

Mass extinction

URL: <http://www.pnas.org/content/105/suppl.1/11466.full>

Pages: 11466

Tags: "extinction" "cytoid fungus" "climate change" "predators"

Quotation: (From the Abstract) Many scientists argue that we are either entering or in the midst of the **sixth great mass extinction**. Intense human pressure, both direct and indirect, is having profound effects on natural environments. The amphibians—frogs, salamanders, and caecilians—may be the only major group currently at risk globally. A detailed worldwide assessment and subsequent updates show that one-third or more of the 6,300 species are threatened with extinction. This trend is likely to **accelerate** because most amphibians occur in the tropics and have **small geographic ranges that make them susceptible to extinction**. The increasing pressure from habitat destruction and climate change is likely to have major impacts on narrowly adapted and distributed species. We show that salamanders on tropical mountains are particularly at risk. A new and significant threat to amphibians is a virulent, emerging **infectious disease, chytridiomycosis**, which appears to be globally distributed, and its effects may be exacerbated by **global warming**. This disease, which is caused by a fungal pathogen and implicated in serious declines and extinctions of >200 species of amphibians, poses the greatest threat to biodiversity of any known disease. Our data for frogs in the Sierra Nevada of California show that the fungus is having a devastating impact on native species, already weakened by the effects of **pollution and introduced predators**. A general message from amphibians is that we may have little time to stave off a potential mass extinction.

Paraphrase: Mass extinction being compared to, eg., dinosaur extinction
Humans are main cause:

1. habitat destruction
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3. disease - chytrid fungus
4. pollution
5. non-native predators

2100 species close to extinction

Sometimes rereading clears up questions

NoodleTools

Don't forget to follow your ideas!

Colorful Frogs are Endangered

Source: Beltz, Elin. *Frogs: Inside Their Remarkable World*. Buffalo, NY: Firefly, 2005.

URL:

Pages: 64

Tags: exotic_pet_threat Madagascar tomato_frog zoo_threat

Quotation: The tomato frog, *Dyscophus antongilii*, is named for its red-and-back coloring and is highly endangered on its native island of Madagascar. The major causes of its decline are given as **deforestation** and the **world-wide amphibian trade**. About 100 are listed in United States zoos.

Paraphrase: The demand by zoos and pet owners for colorful frogs is endangering the tomato frog.

My Ideas:

1. Interview a pet store owner - I bet this trade in amphibians is illegal.
2. Do a search on "exotic frogs" AND *pets* to see others that may be endangered
3. deforestation means ??

History: Notecard Created: Jul 15, 2007 8:28 AM PST | Updated: Sep 25, 2007 12:12 PM PST

species and habitats that are not currently recognized as susceptible to such risks.

Paraphrase: in Costa Rica the amphibians decline may be due to the reduced quantity of standing leaf litter which is essential part of the microhabitat within this Rainforest habitat.

My Ideas:

Read the full report when it is published:
PNAS | May 15, 2007 | vol. 104 | no. 20 | 8352-8356

Note: BBC article quotes a bit of it: "The increasingly warm and wet conditions of the past two decades could negatively influence standing litter mass by affecting rates of litterfall or litter decomposition," the authors wrote.
<http://news.bbc.co.uk/2/hi/science/nature/6564329.stm>

History: Notecard Created: Jul 11, 2007 4:05 AM PST | Updated: Sep 25, 2007 11:53 AM PST

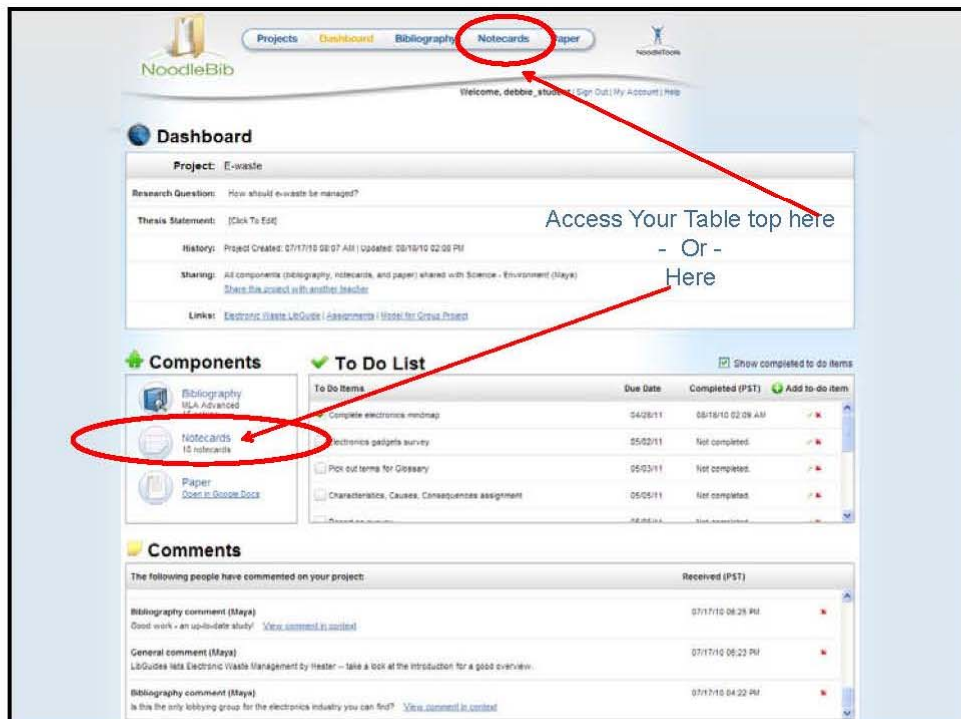
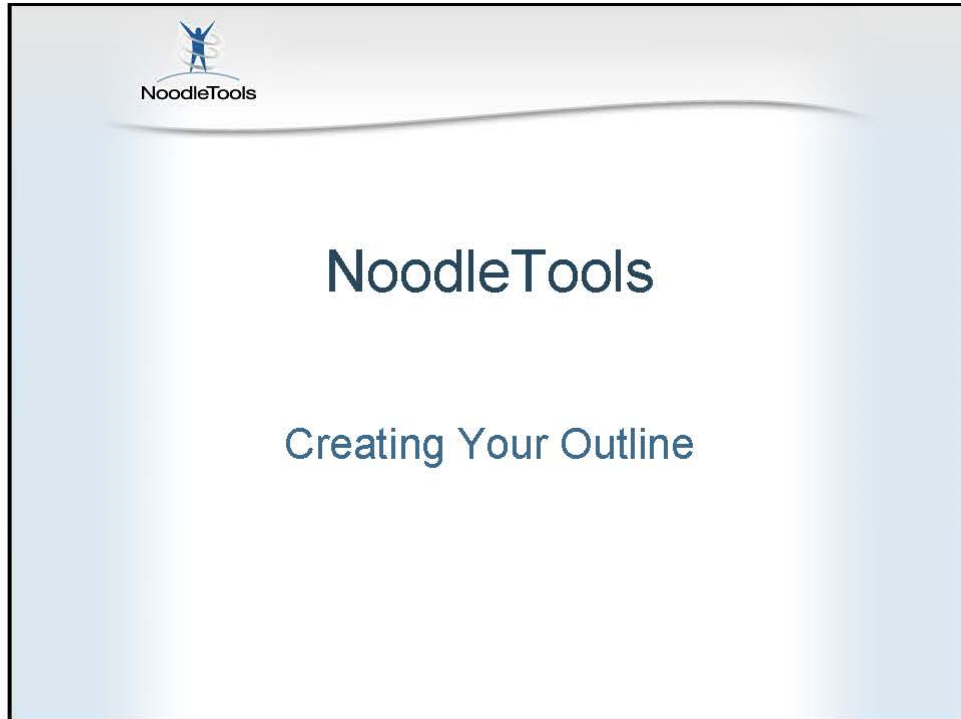
My Projects Create a New Project

	Description	Style	Level	Entries	Notes	Created (PST)	Modified (PST)	Shared?
<input type="checkbox"/>	New Literacies	MLA	Advanced	16	0	08/16/10 02:19 PM	08/16/10 02:19 PM	Copy Rename
<input type="checkbox"/>	Lesson Plan Essay	MLA	Advanced	4	5	07/21/10 09:52 PM	07/21/10 09:55 PM	Copy Rename
Archived Projects								
<input type="checkbox"/>	Frog Decline	MLA	Advanced	5	5	07/07/07 02:04 PM	08/02/09 11:10 AM	Copy Rename
<input type="checkbox"/>	Frogs	MLA	Advanced	11	21	02/08/06 11:00 PM	09/02/07 04:17 PM	Copy Rename

Select one or more items and perform an action: [Copy](#) [Merge](#) [Delete](#) [Archive](#) [Unarchive](#) [Recover a deleted project.](#) [Undelete](#)

...and your work can never get lost!

Creating Your Outline

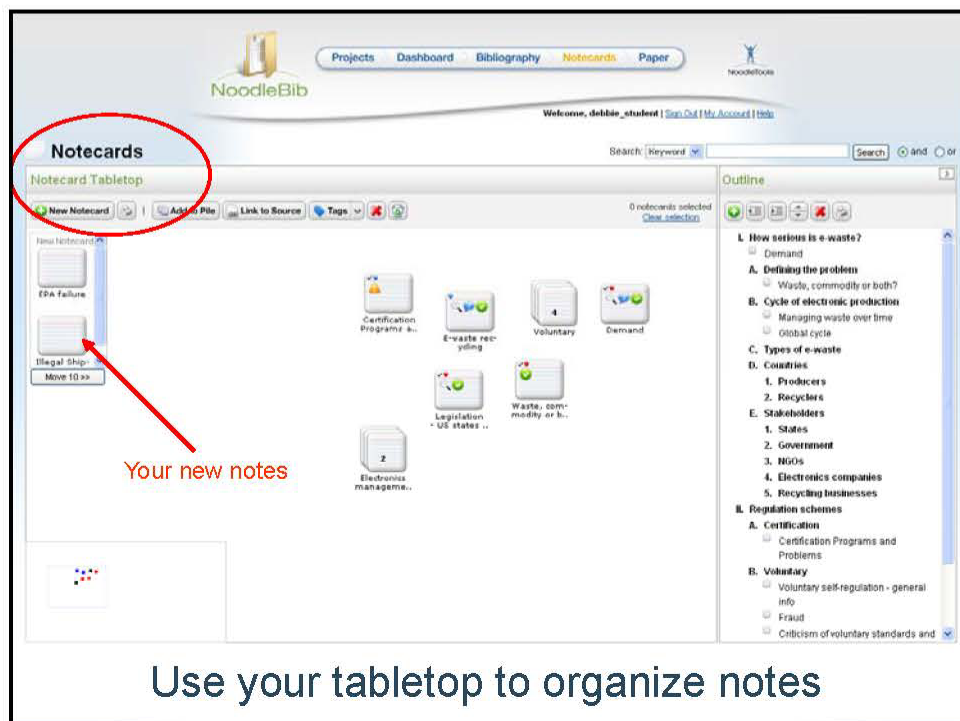
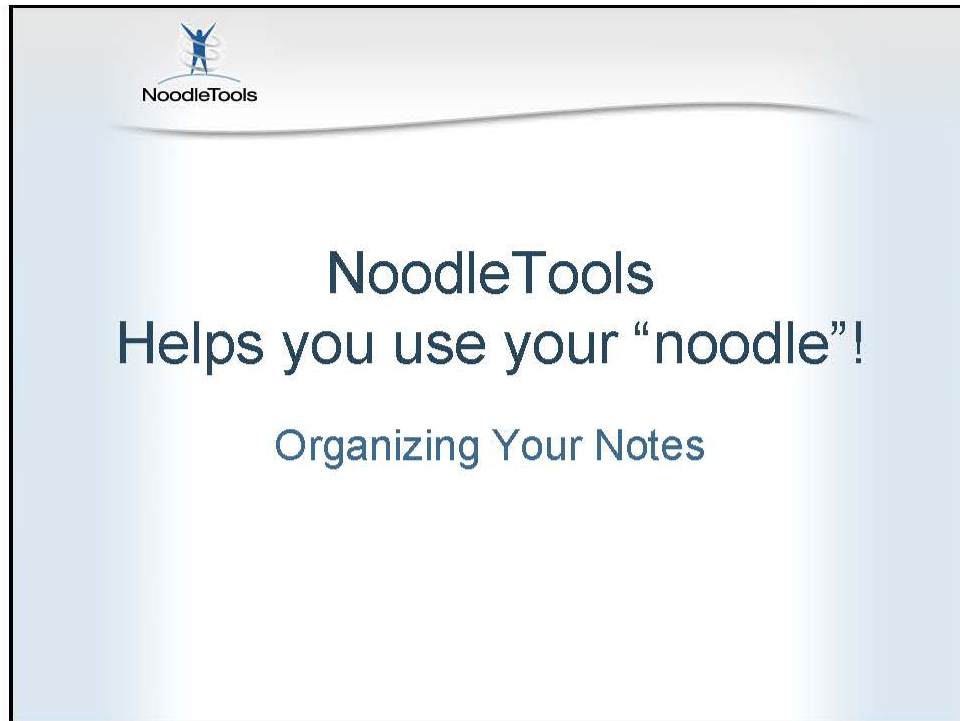


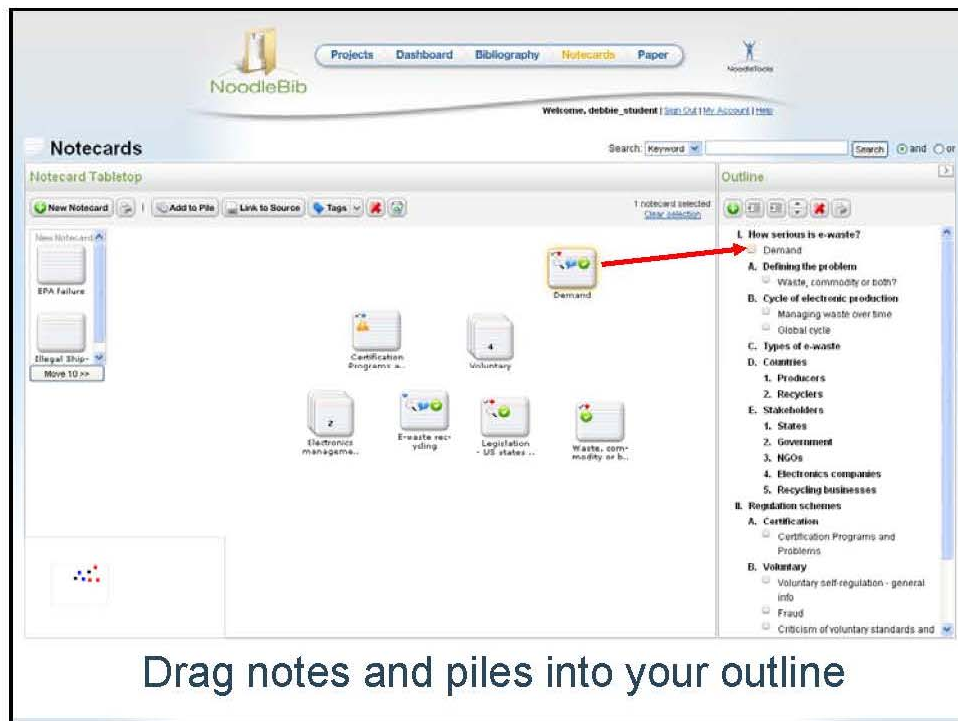
The screenshot displays the NoodleTools web application interface. At the top, the NoodleTools logo is visible. Below it, a navigation bar includes links for Projects, Dashboard, Bibliography, Notecards, and Paper. The main workspace is divided into two panels: 'Notecards' on the left and 'Outline' on the right. The 'Notecards' panel shows a 'New Notecard' button and a search bar. The 'Outline' panel shows a hierarchical list of topics and subtopics. A red circle highlights the 'Outline' panel, and a red arrow points from the text 'Add topics by clicking on the "+" button' to the '+' button in the 'Notecards' panel. Another red arrow points from the text 'Right click on topic' to the context menu in the 'Outline' panel. The context menu includes options like 'Add New Topic (Sibling)', 'Add Subtopic (Child)', 'Move Item Right', 'Move Item Left', 'Move Item Up', 'Move Item Down', and 'Delete'.

Add topics by clicking on the "+" button
- Or -
Right click on topic

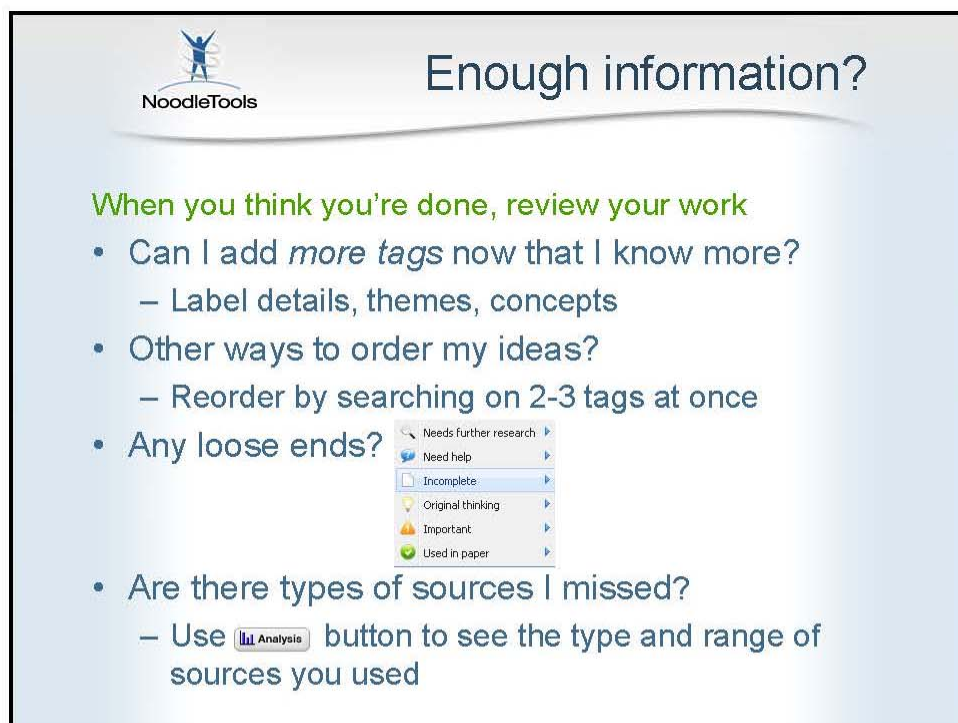
Use the requirements of the assignment to
create your outline

Organizing Your Notes





Drag notes and piles into your outline



Enough information?

When you think you're done, review your work

- Can I add *more tags* now that I know more?
 - Label details, themes, concepts
- Other ways to order my ideas?
 - Reorder by searching on 2-3 tags at once
- Any loose ends?
 - Needs further research
 - Need help
 - Incomplete
 - Original thinking
 - Important
 - Used in paper
- Are there types of sources I missed?
 - Use **Analysis** button to see the type and range of sources you used



- What notes have similar titles or topics?
 - Pile them together
 - Add them to your outline

- What if I make new combinations of notes?
 - Search by one or more tags to find common ideas among notes
- What other ways can I order my outline?
- Do new grouping suggest new ways to analyze what I know? New ideas? New questions?



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Works Cited

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Notes

Notes



Neil Armstrong:
 "Research is creating
 new knowledge"

Be less curious
 about people
 and
 more curious
 about ideas.

Marie Curie



Research is formalized curiosity. It is poking and
 prying with a purpose. It is a seeking that he who
 wishes may know the cosmic secrets of the world
 and they that dwell therein.

(Zora Neale Hurston)

izquotes.com

"RESEARCH
 IS THE PROCESS
 OF GOING
 UP ALLEYS
 TO SEE IF THEY
 ARE BLIND."

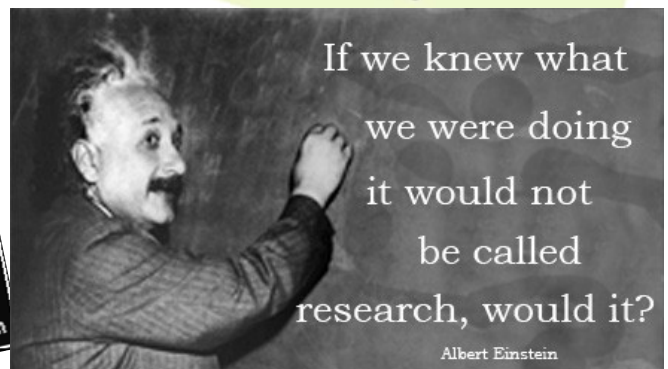
Marston Bates



Doing research on the Web is like using a library
 assembled piecemeal by pack rats and
 vandalized nightly.

(Roger Ebert)

izquotes.com



If we knew what
 we were doing
 it would not
 be called
 research, would it?

Albert Einstein

Research consists
 in seeing what
 everyone else has
 seen, but thinking
 what no one else
 has thought.

meehile.com

Albert Szent-Gyorgyi



Research is what I'm doing when
 I don't know what I'm doing.

— Werner Von Braun